



JFS School

The Mall Kenton Harrow Middlesex HA3 9TE

POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY

*To be read in conjunction with the Accessibility Policy and the Equal Opportunities Policy.
Reviewed in the Autumn Term 2015. Next review to take place in the Autumn Term 2016*

1 POLICY RATIONALE

- 1.1.1 The aim of special educational needs (SEND) provision, is to promote the development of individual students to help them achieve their full potential, to encourage and develop self confidence and to prepare them for the opportunities, responsibilities and experiences of adult life.
- 1.1.2 JFS is committed to the fair and equal treatment of all individuals.
- 1.1.3 The rationale of this policy is to set out clearly the aims and method of practice of special needs provision, taking into account the requirements of the 1993 Education Act, consolidated in Part IV of the 1996 Education Act and including the rights and duties introduced by both the SEND and Disability Act 2001, the Equality Act 2010 and Regulations and the Code of Practice (2014). It shows how students are identified, assessed and supported and aims to provide staff with a framework which is both accessible and practical.

2 GENERAL AIMS

- 2.1 JFS aims to:
- ensure access to a broad, balanced and differentiated curriculum relevant to all children's needs;
 - ensure the views wishes and feelings of the pupil and parent are taken into account ,and are provided with information and support as needed.
 - provide support for all students who have specific, general learning difficulties, socio emotional difficulties and physical disabilities
 - ensure that all staff know which students have special educational needs, how to identify those needs and the nature of their needs and how best to meet them;
 - enable maximum possible access to and progress in the curriculum for students with special educational needs;
 - provide appropriate evidence based interventions where necessary
 - provide materials, equipment, resources, support and training to staff within the available budgets to enable them to support students with SEND;
 - monitor and evaluate the effectiveness of provision made for students with SEND;
 - create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all students can thrive;
 - provide access to specialist advice through advisory and support services, school psychological services, speech and language therapy, and other health and social services;
 - maintain continuous partnership and ongoing communication between parents and teachers and relevant external agencies.

- take additional opportunities provided by our Jewish ethos to support students with SEND.

2.2 All SEND students will be encouraged, where appropriate, to enter for public examinations. JFS ensures that such students receive every support they need in order to achieve this as required by the JCGQ Regulations and Guidance Relating to Candidates with Particular Requirements.

3 A DEFINITION OF SPECIAL EDUCATIONAL NEEDS

3.1 The Code of Practice 2014 defines SEND as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Also difficulties related solely to limitations in English as an additional language are not SEN.

The Code of Practice defines four broad areas of need. These are Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory, Motor and Physical Difficulties.

4 THE SCHOOL IN CONTEXT

4.1 The School has an identified SEND budget. JFS students come from all over the Greater London area. This results in the School dealing with a large number of boroughs within the metropolitan area of London. The diversity of resource provision can pose challenges in ensuring the consistent delivery of support to students with special needs from different local authorities (LAs).

5 THE SCHOOL'S GUIDING PHILOSOPHY AND PRINCIPLES

5.1 The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without statements, (EHC plan) is adequate and secure.

5.2 This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

5.3 **Specific statements of principle at JFS:**

5.3.1 The School is committed to the principle of integration of students with a wide range of needs and to this end provides support through its Special Needs Department throughout the School, targeted as far as possible according to need. Any special provision made should relate to the individual needs of each student, within the available resources.

5.3.2 Teachers are responsible and accountable for the progress and development of all the students in their class.

5.3.3 High quality teaching differentiated for individual students is the first step in responding to students' needs,

5.3.4 Where students continue to make inadequate progress despite high quality teaching, the class teacher and SENDCO will work together to agree additional SEND support. It is the responsibility of all teachers to identify and meet the SEND of students and they should be familiar with the relevant details in the Inclusion Register.