



JFS School

The Mall, Kenton, Harrow, Middlesex, HA3 9TE.

POLICY ON SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Reviewed in Summer Term 2018

Next review the Summer of 2019 and thence every 2 years

To be read in conjunction with the Accessibility Policy and the Equal Opportunities Policy.

1 POLICY RATIONALE

- 1.1 The aim of special educational needs and/or disabilities (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.
- 1.2 JFS is committed to the fair and equal treatment of all individuals and providing the highest quality of education for all of our students.
- 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.
- 1.4 The School has an identified SEND budget. JFS students come from all over the Greater London and Hertfordshire 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).

2 GENERAL AIMS

- 2.1 JFS aims to:
 - ensure access to a broad, balanced and differentiated curriculum relevant to all student's needs;
 - ensure the views, wishes and feelings of the student and parents are taken into account, and are provided with information and support as needed;
 - provide support for all students who have learning difficulties, social emotional and mental health 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.

- 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 Joint Council for Qualifications (JCQ) Regulations and Guidance Relating to Candidates with Particular Requirements.

3 A DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- 3.1 The Code of Practice noted above 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
- 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'S GUIDING PHILOSOPHY AND PRINCIPLES

- 4.1 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 EHCPs is adequate and secure.

- 4.2 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.

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

- 4.3.1 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 Inclusion 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.

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

- 4.3.3 High quality teaching differentiated for individual students is the first step in responding to students' needs.

- 4.3.4 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.

- 4.3.5 All students are entitled to be given maximum possible access to a broad and balanced curriculum (including the National Curriculum).

- 4.3.6 Every student is entitled to have his or her particular needs recognised and addressed, and to have the opportunity to participate in the same experiences and activities as for all students in the School.

- 4.3.7 All students are entitled to experience success. Teachers should have high expectations for every pupil.

- 4.3.8 All students with SEND should be taught together with their peers for as much of the time as possible.

- 4.3.9 Special educational provision is more effective if students and parents are fully involved and work in partnership with the school. The school will meet with parents to set clear goals, discuss activities and support to be put in place, and review progress.
- 4.3.10 Consideration of SEND involves all curriculum areas and all aspects of teaching and learning. Provision is most effective when staff work collaboratively. It is a whole-staff responsibility.
- 4.3.11 The provision for students with SEND is recorded and kept up to date. This includes the outcomes for interventions.

5 THE CO-ORDINATOR OF SEND PROVISION (SENDCo)

- 5.1 The Special Educational Needs Co-ordinator or SENDCo is responsible for the co-ordination of day-to-day provision of education for students with SEND. The SENDCo reports to the Assistant Headteacher of Inclusion who is the senior line manager of the Department and ultimately to the Headteacher and the Governing Body. The deployment of suitable and adequate resources for SEND is monitored regularly within the School. Staff, including the SENDCo, have specialist responsibility, and additional support is provided by staff from other Departments.

The CSWAB Committee of the Governing Body and the Governor with responsibility for SEND regularly review provision and report to the whole Governing Body.

- 5.2 The SENDCO plays a pivotal role in the School's SEND provision. This involves working with the senior line manager and Governor responsible for SEND to determine the strategic application leading the Department managing of the policy. Other responsibilities include:

- strategic over view for the department – service development;
- managing the day-to-day operation of the SEND policy;
- co-ordinating the provision for students with SEND;
- overseeing the management of Learning Support Assistants (LSAs);
- overseeing the records of students with SEND;
- liaising with parents;
- making a contribution to supporting and training of staff in SEND matters;
- liaising with external agencies, LA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies;
- reviewing progress for students with SEND;
- reviewing exam results for students with SEND;
- keeping up to date with relevant national policies / procedures and sharing this information with the team as appropriate.

6 ADMISSION ARRANGEMENTS

Admission arrangements conform to the School's Admissions Policy. Students requiring SEND are assessed individually and are usually brought into the School for assessments to be carried out. Students with Education, Health and Care Plans (EHCPs) for SEND are invited in, pre-transfer, for a whole day's transitional visit. Parents and students are involved in discussions and decisions from this first stage.

The School's ability to provide support for students with special educational needs is always considered in relation to the available resources for the effective education of all students.

In the Summer Term, the SENDCo, and the Heads of Year 7 visit as many primary feeder schools as possible to gather information on prospective students with special needs.

Transition Plans from primary to secondary school for all students with EHCPs are drawn up at their Annual Review where possible.

7 SPECIALIST FACILITIES FOR STUDENTS WITH SEND

There are special facilities at JFS for students who are physically disabled, and the School is committed to the integration and inclusion of students with a wide range of needs, ensuring their involvement in the whole life of the School, e.g. in PE activities, and all visits.

8 IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

8.1 The SEND Code of Practice defines adequate progress for students with general learning difficulties as that which:

- narrows the attainment gap between students and their peers;
- prevents the attainment gap widening;
- is on a par with students starting from similar base line but less than most of peers;
- equals or improves upon the student's previous rate of progress;
- enjoys full curricular access;
- is satisfactory to student and parents;
- is likely to result in usable levels of skills.

In addition, students with social, mental or emotional health difficulties have SEND. They need the same, staged approach that students with other kinds of needs will receive.

8.2 The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through SEND Support (Graduated Response) as described below.

8.3 SEND support (Graduated Response)

8.3.1 SEND support is characterised by a graduated response. Teachers will be aware of students identified with SEND via inclusion data provided through SIMS. As soon as there are concerns about a child's progress a graduated approach is applied. Firstly there will be a focus on high-quality teaching targeted at the pupil's area of weakness. Teachers will receive regular professional development in SEN to enable them to identify and support pupils who might be encountering problems. Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

If a student continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made to the SENDCo for targeted support. This will be characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence, that despite receiving differentiated teaching from mainstream staff teachers, students:

- make inadequate or no progress;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/social difficulties which are not affected by intervention and behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make inadequate or no progress despite experiencing a differentiated curriculum.

8.3.2 If the School decides, after consultation with parents, that a student requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and teaching individualised programmes. Parents will be closely informed of the action and results.

- 8.3.3 The range of actions relating to 9.3.2 to be taken with regard to helping the student progress may include the following, based on the results of previous assessments:
- deployment of extra staff to work with the student;
 - providing alternative learning materials/special equipment;
 - group support;
 - provision of additional adult time in devising interventions and monitoring their effectiveness;
 - staff development/training to undertake more effective strategies;
 - access to LA support services for advice on strategies, equipment, or staff training.
- 8.3.4 Strategies for students' progress will be recorded on their Individual Learning Plans (ILPs) containing information on:
- short term targets;
 - teaching strategies;
 - provision made;
 - date for review;
 - the success and/or exit criteria;
 - the outcomes recorded at review.
- 8.4 External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. This intervention/support will be recorded on the ILP. Where appropriate, the school may request direct intervention/support from a specialist/teacher.
- 8.5 Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this. Please also refer to the Health and Safety Policy. We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply. Some children have their own healthcare plan which is drawn up with the school nurse and the involvement of parents.

9 REQUEST FOR STATUTORY ASSESSMENT

- 9.1 The school will request a Statutory Assessment in discussion with the parent and pupil from the LA when, despite an individualised programme of sustained intervention within SEND support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

The action followed with respect to SEND support (Graduated response):

- the student's targets; recorded on the ILP;
- records and outcomes of regular reviews undertaken;
- information on the student's health and relevant medical history;
- National Curriculum Levels;
- literacy/numeracy attainments;
- other relevant assessments from specialists such as support teachers and Educational Psychologists;
- the views of both parent(s)/carer(s);
- where possible, the view of the child;
- Social Services/Educational Welfare Service;
- any other involvement by professionals.

- 9.2 An Education and Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. .
- 9.3 An EHCP will include details of learning objectives for the child. These are used to develop targets that are:
- matched to the longer-term objectives set in the EHCP;
 - short term;
 - established through parental/student consultation;
 - set out in ILPs;
 - delivered by the subject teacher with appropriate additional support where specified.
- 9.4 EHCPs must be reviewed termly. The Local Authority (LA) will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENDCo will organise these reviews and invite to assist in this review:
- the child's parent;
 - the child, if appropriate;
 - a representative of the LA;
 - any other person the LA considers appropriate;
 - any other person the SENDCo considers appropriate.
- 9.5 The aim of the review will be to:
- assess the student's progress in relation to the targets;
 - review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
 - consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it;
 - set new targets for the coming year;
 - Parents of students with EHCPs should be having termly progress meetings organised by the SENDCo.
- 9.6 Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9, the Transition Plan will be reviewed and may involve the Connexions Service. The School recognises that the responsibility for such Transition Plans lies with these specialist services.
- 9.7 With due regard for the time limits set out in the code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The School recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.
- 9.8 The School recognises that where a student with an EHCP continues to attend after compulsory education, i.e. after age 16, the LA may decide to maintain the EHCP until age 25.

10 CURRICULUM ACCESS FOR ALL STUDENTS

- 10.1 Inclusion Department staff aim to continue working in partnership with colleagues to differentiate learning across the curriculum, supporting individuals and groups in class/withdrawal where necessary and practicable. This is a flexible system which is dictated by the needs of the students.
- 10.2 JFS places most of its resources for SEND at Key Stage 3 in order to create maximum access to students when they choose Key Stage 4 subjects at a later stage.
- 10.3 The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:
- being aware of the school's procedures for the identification and assessment of SEND students;

- collaborating with the SENDCo to decide what action is required to assist the SEND students to progress;
- working with the SENDCo to collect all available information on the SEND students.

11 ROLES, RESPONSIBILITIES AND DUTIES OF THE GOVERNING BODY IN RELATION TO SPECIAL EDUCATIONAL NEEDS

11.1 The CSWAB Committee oversees the Governing Body's responsibilities for SEND. The duties of the Governing Body in respect of Special Needs are:

- ensuring that provision of a high standard is made for SEND students;
- ensuring that SEND students are fully involved in school activities;
- having a regard to the Code of Practice when carrying out responsibilities;
- being fully involved in developing and subsequently reviewing SEND policy;
- reporting to parents on the School's SEND Policy including the allocation of resources from the School's budget.

12 PROFESSIONAL DEVELOPMENT

12.1 All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The requirements of Learning Support Assistants (LSAs) in supporting students' needs will be reviewed frequently. The School's INSET needs will be included in the School Improvement Plan.

13 LINKS WITH PARENTS, INSTITUTIONS AND OTHER AGENCIES

13.1 It is a principle at JFS that the school firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership.

13.1.1 *"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them."* (Code of Practice 2.2)

13.1.2 The School considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting them.

13.2 The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND students.

13.2.1 When it is considered necessary, colleagues from the following support services, among others, will be involved with SEND students:

- Educational Psychologists;
- Health Authorities;
- Medical Officers;
- Speech & Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Hearing impairment services;
- Visual impairment services;
- Behaviour support services.

- 13.3 In the Summer Term, the SENDCo, the Head of Year 7 and Assistant Head of Year 7 visit as many primary feeder schools as possible and/or meet with parents at JFS, to gather information on prospective students with special needs.
- 13.4 The school has various links with a range of external agencies both from within the Jewish Community and those linked to Local Authority Services. In addition the school buys in their own EP and Speech and Language Therapist and mental health workers. These professionals work in co-operation with the school. These links are managed and co-ordinated by the SENDCo who advises relevant JFS colleagues, as appropriate.

14 THE LINK BETWEEN SOCIAL DIFFICULTIES AND SPECIAL EDUCATIONAL NEEDS

- 14.1 For those students who have both special educational needs and social difficulties, an agreement regarding acceptable codes of behaviour is drawn up and agreed between the school, student and parents. This will include the use of behavioural plans that are communicated to teachers. Pastoral Support Plans may also be used to support behaviour. The success of the agreement is reviewed after an appropriate length of time. The agreement is designed to promote positive behaviour.

15 MONITORING AND EVALUATION

- 15.1 The needs of students with Special Needs are constantly reviewed through:
- the Inclusion Register, through regular meetings taking place:
 - within the SEND department;
 - between the SENDCo and senior line manager for the Department;
 - ongoing meetings with classroom teachers;
 - ILPs;
 - further testing as appropriate.

16 SEND POLICY REVIEW

- 16.1 The school considers the SEND Policy Document to be very important and the effectiveness of the implementation of the policy is monitored and evaluated through the School's Management Review process.