



Hasmonean Primary School

SEN REPORT / OFFER

As at December 2014

What is a local offer?

New government legislation asks schools to publish a 'local offer'. A school's local offer is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities (shortened to SEND);
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities.

1. Leadership, Management and Governance

Daniel Gastwirth, as Deputy Headteacher, is the lead SENCo. Elisheva Chalk is the Kodesh SENCo. Our school is firmly committed to inclusion and works to make it possible for children with a wide range of needs to feel included and welcome. Our aspiration is that all pupils, irrespective of attainment, gender, and need are able to achieve highly and feel happy and included in their education.

The SENCo attends annual reviews; termly reviews and staff/class termly reviews together with the Headteacher, and liaises with external professionals in terms of planning.

The SENCo is supported by a range of staff (class teachers, Kodesh teachers and teaching assistants) who work in different roles across the school and who, between them, do the all-important 'front-line' work. It is these team members who will work directly with your child and who, together with the Headteacher, are responsible for target setting and structured interventions and assessments.

Our Governing Body has over-arching responsibility for SEN provision, review and evaluation. We discuss issues at committee meeting level, and review all relevant policies.

We work closely with Barnet's SEN department and all its health and education peripatetic services. Barnet's Local Offer can be viewed on their website.

How is special needs teaching funded?

Every child in the school receives a 'per pupil' funding. We also receive additional funding to enable us to do additional teaching and to target needs. This is a lump sum calculated on a range of proxy indicators such as the number of pupils in our school in receipt of free school meals and all pupils' prior attainment.

It is our responsibility to manage these funds, our staffing and resources to ensure we meet the needs of all our pupils. For the small number of children who have very complex needs and who receive a full Education and Health Care Plan, the local authority gives us a further top up.

2. Inclusive Teaching and Effective Support

From the moment children join us we are assessing them: not with tests but with observations and questions. Because we are a small school, both kodesh and secular staff easily and readily share thoughts about children. We would engage parents at the earliest opportunity if we had any concerns.

Our classrooms are well-organised, teachers plan interesting and engaging work and we all work hard to make sure all our pupils really enjoy school, are motivated and get the most out of it.

All children have different starting points, different experiences and different responses to teaching and learning. Our first principle is 'quality first teaching' : this means that the class/kodesh teacher has a responsibility to ensure that all members of the class, irrespective of needs, feel included, succeed and can access work at the right level. This will involve teachers in considering groupings; planning work in different ways and at different levels. This is known as differentiation. Teachers differentiate through:

How much adult guidance is given – e.g an adult may work alongside the child;

- Giving each child careful feedback about each piece of work, and probing understanding with questions and prompts;
- How much scaffolding is given – e.g. there may be prompts for each paragraph of writing;
- How much is expected – e.g. asking the child to complete 5 calculations rather than 10;
- How much repetition there is e.g. understanding that some children need to repeat tasks many times to secure understanding;
- How much time is given e.g. allowing more time to complete a task;
- The level of challenge in the set task and how much independence is expected eg setting different tasks with different degrees of challenge
- We know that if teachers can get this right, more children experience success and make progress. Accessing high quality teaching means less special needs support needed.

How do you make sure that all teachers teach in the inclusive way you aspire to?

We know that high quality teaching and skillful support will make a big difference to the progress of children with SEN/D. Making sure that this happens in all our classrooms is one of the most important things that we as school leaders do.

Hasmonean Primary's Leadership Team works with teachers and support staff to develop effective teaching and support for all children including those with SEN/D . Teachers are observed, do paired teaching, watch more experienced teachers teach and attend regular staff meetings at which we focus on:

- carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress;
- making sure that the Class/Kodesh Teacher takes full responsibility for all children's learning and progress;
- using a wide variety of teaching approaches, including guiding learning through demonstration;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to plan next steps and to track pupils' progress and identify gaps in their understanding;
- how to help all children to develop their skills as learners – and to persevere when they find learning difficult.

You can read more about how we support good learning in our whole school Teaching and Learning Policy.

For our teacher appraisal, we use the eight National Teaching Standards to develop the knowledge, skills and confidence of all of our teachers as part of their professional development: Teaching Standard No. 5 focuses on the adaptation of teaching to respond to the strengths and needs of all pupils.

Support staff have annual appraisals too and meeting the needs of SEN pupils will form a part of this, including observing them at work.

Do staff understand special needs?

All staff have a good core awareness of Special Needs. We also have regular training and guidance to meet the needs of our children. This can come from a member of staff who supports our school e.g. recent training on 'developing communication skills' from our Speech and Language Therapist.

We provide/access specialist training for Teachers and Teaching Assistants as relevant for those who support children with the most complex needs – for example a Specific Learning Difficulty, a Visual Impairment, or Autism.

If my child has special needs, can they take part in everything the school has to offer?

Our starting point is that all children can access and be included in the full curriculum including all visits, clubs, sports days, assemblies and residential. Extra steps will be taken to ensure that their inclusion is successful.

We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements, e.g. creating a special book to build up to a special day out, planning meals carefully based on medical dietary requirements.

In Year 6, we can make applications for 'special arrangements' for the end of primary school tests (SATs). If professionals judge that, for example, extra time, or a scribe would help, then special applications are made by the school.

3. Identification and Assessment

Even with the best teaching, some children continue to experience difficulties. These concerns may be raised by the class/kodesh teacher, a member of support staff or by you as a parent.

The children are discussed in detail during Termly meetings with the Headteacher and SENCo. Teachers bring assessment results and work samples. Concerns are raised if:

There is a lack of progress in spite of carefully tailored teaching and support as above;
Attainment levels are significantly below expected levels and those of peers.
We define lack of progress as that which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The purpose of identifying a need is to work out what we need to do next, and not to fit a child into a category. However, we would broadly consider SEN in 4 categories:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and behavioural difficulties;
- Sensory and/or physical needs.

You do not have to wait until these meetings to raise a concern – nor do the staff! We are always talking and sharing thoughts and ideas.

4. Teaching and Learning Support

After assessments and discussions, we would agree that the child is registered as having 'SEN support' and begin a process of graduated support.

The first thing we do is to share concerns with you as parents. Then, the class/kodesh teacher, together with the SENCo will draw up an IEP. This is written in collaboration with you and your child and records targets for the term.

We set SMART targets, targets that are Specific, Measurable, Achievable, Realistic and that set a Timeframe

Parents are given a copy of this IEP to take home so everyone is clear what the targets, support and strategies are and so that everyone works together.

This IEP frames the work your child does with additional adults. This might be a daily 15 minute session or a 30 minute session one to one three times a week. We tend to follow the principle of 'little and often'.

These sessions run for a limited time. They are well taught by a Teacher or Teaching Assistant. We provide additional support through a variety of approaches and our core principle is doing what is right for your child rather than using 'off the peg' packages and programmes. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child's progress.

We will always try to make sure that a child does not miss important parts of a lesson, or consistently miss the same lesson. Teachers constantly talk with SEN/D support staff and rotate when children have their one to one time so the same subject/part of a lesson isn't missed. We often do groups in assembly too.

5. Reviewing Children's Progress

SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the child.

Review meetings are held termly but communication is always open – in person, by phone or by email. It is our goal to listen to and include parents' perspectives at all times. We hope too that targets and support strategies are made clear – for example rehearsing words or phonic sounds on a daily basis – so parents feel able to help too.

If you are concerned about lack of progress at any time please talk with your child's teacher. You do not have to wait until we have a more formal review meeting to share concerns.

These are the sorts of things – the facts and data – we look at and talk about to make sure we are meeting the needs of children with SEND. We don't look at everything on this list for every child but it gives you a sense of what we care about:

- How they're doing with learning and if they're making good progress;
- Their behaviour – for example, few incidents at playtime;
- How involved they are in school life: activities, visits and clubs, and taking responsibilities;
- Parent feedback – your confidence and trust ;
- Your child's own sense of success and inclusion ;
- Their attitudes to themselves, their peers and school;
- Their personal resilience and confidence as learners.

Some issues may raise concerns and may impact on progress and attainment but we do not consider them to

be special educational needs eg:

- Poor attendance;
- Speaking English as an additional language;
- Being in receipt of free school meals;
- Being a looked after child.

At the end of the review meeting one of three things happens:

- We decide progress is back on track and we don't write an IEP for the next term;
- We agree new targets and update the IEP for the next term;
- We decide to ask specialist services to support us and your child as we have further concerns and/or would like external advice and support.

Will my child always be registered as having special needs?

If, at any point, a child makes expected progress the decision may well be taken to take the child off the SEN Profile. They will of course be kept under review.

What records are kept? What is shared?

All the support teachers keep records of sessions e.g. scores on key words and records of progress.

Informal notes are made at the termly review meetings with the Head/SENCo and these are filed in the Head's Office.

All supporting professionals write target setting documents and review notes which are shared with parents.

Any reports or correspondence with professionals beyond the school are kept in a file in the SENCo office.

6. Specialist Services and Support

We would keep up this process of assess – plan – do – review each term. Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's areas of need we will consider involving specialists. As a Barnet school we are able to access a range of support services – see below.

The involvement of specialists and what was discussed or agreed will be recorded and shared with you as parents and with teaching staff supporting the child in the same way as other SEN support. As parents you will always be involved in any decision to involve specialists.

These services provide a range of support including:

- working one to one and with small group work with children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

If your child requires these services we will involve you in the process: we will ask you to sign a referral form before the support can go ahead and you can meet the relevant specialist should you wish to.

You can find more information about specialist services who work with Barnet schools in the Local Authority Local Offer website.

These are some of the services we currently work with:

- Educational Psychologists
- Occupational Therapists
- Physio Therapists
- Barnet Speech & Language Service
- Barnet Education Welfare Service
- The CAMHS Team
- Social Services
- Health visitor/school nurse

Each service has referral and eligibility criteria – this means that service support is targeted on children with higher levels of need. Their time is limited and sometimes it may be that after a referral process there is a wait. Waiting lists can be frustrating: we work really hard to try to get help from external professionals as soon as possible.

7. Accessible Classrooms and Effective Support

We adapt the curriculum to include children with SEND, for example:

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable
- Providing assistive technology

8. Listening to Children

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to hear the views of the children.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to;
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson;
- inviting children to make personal contributions to their Annual Review meetings,
- doing an annual pupil questionnaire – giving children their say;
- encouraging children to respond to feedback given through developmental marking;
- agreeing with them individual 'next steps' in their work;
- making sure that our School Council is inclusive;
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

9. Working in Partnership With Parents and Carers

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively. We will always involve parents and children in planning and reviewing progress.

We try to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children;
- their achievements and their well-being and..
- their participation in the full life of our school.
- We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

What if I'm not happy with the support my child is getting?

We want to ensure that problems are highlighted at an early stage and dealt with effectively and thoroughly. The first person to talk to is your child's Class Teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. Daniel Gastwirth as SENCo is always happy to talk too. If issues cannot be resolved we do have a formal complaints policy which can be found on the school website.

If you would prefer to speak to an independent adviser, you may wish to talk to Barnet's Parent partnership adviser.

10. Managing Transitions

We always encourage parents to visit our Nursery or Reception classes before they start. We plan carefully to help children to feel safe and settle in.

When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher before the start of the school year.

11. Providing Support for Behaviour, Health, Well-being and Attendance

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal Health and Social Education) and Kodesh curriculum. We have a Behaviour Policy which is rooted in positive behaviour management and our Jewish ethos.

We encourage children to develop confidence and resilience through our teaching, social play opportunities and through more targeted support where this is needed. We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work.

We make sure that our school council represents the children of the school — and we encourage and support children with SEND to take on responsibilities.

Children with serious medical needs have an Individual Health Care Plan which sets out :

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues;
- Support for educational and emotional needs;
- Who provides support: their role and training and who needs to be aware;
- Arrangements for working with parents/carers;
- Support on School trips and journeys;
- Emergency procedures.
- When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed.

We provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have an up to date DBS * check (Disclosure and Barring Service).

Reviewed by: _____

Date of next review: _____