



**SEND = Special
Educational
Needs/Disability
Policy**

Revised March 2018

At Simon Marks Jewish Primary School all staff and Governors are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any Special Educational needs or disabilities they may have.

A child has a special educational need if he or she has a need that calls for interventions that are **additional to** or **different from** those provided as part of the usual classroom provision as defined by the SEND code of practice.

Needs include the children's academic (learning and cognition), physical and Sensory, social and/or emotional/behavioural, which are identified as giving cause for concern and impacting learning.

Guiding Principles

Our school aims to build an ethos through which all pupils are valued, where we celebrate diversity of experience and achievement.

Provision for Special Educational Needs/Disability (SEND) is a whole staff responsibility and all pupils are entitled to have access to the same curriculum and to all the experiences and activities provided by the school.

It is the intention to meet children's special educational needs/disability through a carefully planned, well balanced and broad curriculum which reflects differentiation and need.

Our objectives are to:

- Promote equal opportunities and access for all the children whatever their gender, background, race, sexual orientation or abilities.
- Remove barriers to learning.
- Ensure that current resources are employed and deployed, to provide a range of support that is able to match children's individual needs as far as possible.
- Establish clear structures and school procedures based upon the 2015 (updated) Code of Practice, along with a system of record keeping mechanisms to monitor and evaluate.
- Develop whole school early identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programs for individual children, small groups and /or whole class.
- Find effective ways of informing and consulting with all parents about SEND in the school, and for supporting and working in close partnership with those parents who have children with Special Educational Needs/Disability.
- Liaise with relevant outside agencies to provide first hand direct support for children who are entitled to further guidance.
- Establish a clear structure of on-going support and training for the school's staff, teaching and non-teaching.
- Ensure specific training for staff who work with pupils with specific needs

The purpose of a whole school policy on SEND is to ensure that:

- There is a whole school agreement and clarity on procedures and practices.
- All staff are clear on the aims and objectives of the schools approach to SEND.
- The responsibilities of the SEND staff are made clear, along with those of the Headteacher and Governors, in light of the 2015 Code of practice.
- Mechanisms for identification, implementation and evaluation of SEND provision and practice to be established and with reference to the requirements of the 2015 Code of Practice.

Ways in which children with SEND are identified and needs reviewed:

Simon Marks recognises the importance of early identification and intervention for children with SEND. Through on entry baseline assessments in the Early Years we are able to records children's needs as they come into school. We have established whole class screening procedures for every child. This takes the form of class context reviews and takes place termly.

The school has a well-established system for writing Personal Learning Goals (PLGs) for pupils who have been identified as struggling in one or more areas, however this system is updated if, and when the need arises. Personal learning goals are a maximum of 3 achievable objectives, shared and agreed with pupils. Pupils are able to comment on these and pupil voice/opinion is always valued.

Advice from outside agencies is taken into account when writing PLG's (if outside agencies are involved). PLG's are reviewed regularly and teachers plan their work with PLG's in mind.

Where a child is has an Education Health Care Plan the requirements of the EHCP are put in place by an individual learning program or PLG's depending on the severity of the needs identified. Education Health care plans are reviewed annually and reports are submitted to the Local Authority.

If a pupils needs cannot be met by the school based on the schools current funding for the pupil, the school may request a statutory assessment with a view to getting additional funding/specialist support as named through an Educational Health Care Plan in order to try and meet pupil's needs.

Medical Needs

Simon Marks works with both parents and external agencies to ensure that pupils with specific medical needs are catered for to ensure equal access to the curriculum and their well-being. Support may include training for staff, regular reviews and reasonable adjustments to both the school day and resources provided for the pupil. Pupils with medical needs will have medical health care plans in place to ensure pupil's needs are understood and met as prescribed in their medical plan.

Parental involvement

Our school recognises the importance of working in partnership with parents in order to offer quality provision in the area of SEND.

The school aims to respond effectively to parental concerns regarding their child's individual needs and act appropriately. Your first point of contact is your child's class teacher.

The SEND leads will aim to develop effective mechanisms for parental involvement and the sharing of information: We aim to:

- Inform parents when difficulties are first identified by the class teacher.
- Respond to any concerns raised by parents and arrange meetings with the Head teacher and/or other relevant staff members to discuss these.
- To inform parents about the implementation of Personal Learning Goals.
- Develop home/school programs for children if the need arises.
- To inform parents and get their views when the school is considering contacting outside agencies for further advice and support.
- Support parents through referral processes
- Direct parents to the appropriate agencies if they want to seek further advice and support themselves.

- Facilitate meeting between outside agencies and parents when needed

SEND Provision which the school is currently able to offer under the Local Offer:

- Booster classes for struggling pupils in target year groups
- Additional literacy support through targeted TA support in class
- Additional numeracy support through targeted TA support in class
- Therapy support for children with emotional and behavioural needs
- Learning mentor support for pupils struggling with a range of learning/behavioural or emotional needs
- Access to speech and language therapists if/when needed
- Access to Hackney Educational Psychology services if/when needed
- Therapeutic support through Norwood
- A team of enthusiastic and well trained teaching assistants for 1:1 support, group support and whole class support

SEND support beyond the school:

Simon Marks has access to and is able to make referrals to other Hackney services which pupils and families may need from time to time. These referrals are made based on individual circumstances.

Information about support systems regarding Hackney services can be accessed through Hackney's Local offer on the Hackney Learning Trust website.

Transport

Although we are unable to offer support with transport, we are able to direct you to the Local Authority Inclusion Team and/or children's social care, who may be able to assist you. The schools aim to develop the level of SEND provision for all children and will continue to explore further resources and possibilities to help remove all barriers to learning.

This policy will be reviewed annually or before if there are major national/local policy changes that affect our school and our SEND provision.