

Kerem School
Special Educational Needs Policy
November 2009

What is the purpose of this policy?

The SEN policy has been developed in accordance with the 2002 Code of Practice and the Equality Scheme 2008. This policy describes how Kerem School will respond to the requirements of the Code in order to meet most effectively children's special educational needs and to provide a framework within which the needs of the whole school community can be addressed.

Kerem School is committed to providing the highest standards within an orthodox Jewish environment. We aim to achieve this by recognising and developing the talents of each child and providing them with the best opportunity to reach their potential. Implementation of this policy is the responsibility of all staff.

What is the definition of special educational needs?

A child at Kerem School is defined as having special educational needs when s/he is shown to have difficulty learning which is:

- a) Significantly greater than the majority of the children of their age
- b) Has a disability which prevents or hinders the child from making use of educational facilities or
- c) A child under 5 if s/he is likely to come into category a) or b) upon reaching school age

The main areas of special needs may be either

- **Cognition and Learning** – processing or retaining information
- **Sensory and Physical** – impairment of sight, hearing, coordination
- **Emotional, Behavioural and Social Development** – difficulties in relationships with other pupils or adults
- **Communication and Learning** – difficulties with speech and/or development of language either understanding what they hear or being able to express themselves, difficulties relating to any aspect of literacy and numeracy.

While the current legal definition of SEN does not include those children identified as gifted and very able, we are aware of the need for particular attention and support for such children.

A child is not regarded as having a learning difficulty if the language used at home is different from that used at school. Differentiation between SEN and the needs of the EAL learner must be made through careful monitoring and observation to ensure that any SEN needs are not masked by the fact that English is not their mother tongue.

Arrangements for SEN

The SENCO has responsibility for:

- Overseeing the day to day administration of the school's SEN policy
- Co-ordinating the SEN provision
- Meeting and liaising with staff and keeping the Head informed
- Maintaining the school's SEN register and overseeing records for all SEN children
- Organising review meetings and inviting appropriate professionals and parents
- Contributing and writing IEPs (Individual Education Plans) and ensuring they are distributed
- Liaising with parents of all children with SEN
- Liaising with outside agencies
- Contributing to in-service training
- Meeting with the SEN governor
- Contributing to the teaching programme for individuals and groups

The school employs other staff to meet the needs of children within the school. Staffing requirements will vary according to such need at any given time.

Identification, Assessment and Review

The school follows the procedures for identification and assessment of Special Educational Needs, including Statementing and Reviews, outlined in the Code of Practice.

At Kerem School we view the identification and assessment of a child's educational needs as a positive process to be undertaken in partnership with parents. By placing a child on the SEN register it enables them to be well supported to achieve their full potential through planning, action, and monitoring and review process. The majority of children will be on the register as a short term catch up measure. A smaller number of children will require longer, more sustained support. The school records the level of response needed to meet the child's needs and in no way seeks to 'label' a child. The progress of all children

(and associated records) is a confidential matter between the school staff and the child's parents together with any contributing external professional.

All staff are responsible for identifying pupils with special educational needs. The SENCO meets with all class teachers termly to discuss pupils who are a concern and works with the staff to ensure that those pupils who may need additional or different support are identified at an early stage. The school provides an initial concern form to teachers so they can raise a concern with the SENCO. In addition the school uses assessment and tracking data to identify children in need of support.

Parents may also raise concerns regarding a child's progress or difficulties. The school will respond to concerns raised by assessing the child's level of achievement and progress. It is normal practice in class to differentiate work and most children's needs can be met through a differentiated curriculum. Others may benefit from one of the published catch up programmes in Literacy or Numeracy. If the child's needs require additional support the child will be placed on the school's SEN Register.

Adding and removing children to the SEN Register involves discussion between parents, teacher, the SENCO and the child, where appropriate. This will normally happen at an IEP review meeting.

The school has adopted the recommendations of the SEN Code of Practice. When a range of evidence collected through the usual assessment and monitoring arrangements suggests a child is not making the expected progress the school will take action to support the child's learning. The range of responses that children at Kerem School can expect is:

School Action

Strategies employed to take action may include one or more of the following:

- Targeted in-class support
- Extra reading time with a teaching assistant or volunteer reader
- Access to ICT programmes to enhance number, spelling and touch typing skills
- Home/school liaison to check progress agreed with parents
- Access to small group teaching from within the school's resources
- Behaviour management strategies
- Assistance for fine and gross motor skills
- Monitoring and group work for social and emotional needs

The class teacher in consultation with the parents and the SENCO will write an Individual Education Plan (IEP) and Provision Map. The provision map outlines which staff will be working with a child as well as how often. Informal advice and

information may be sought from outside agencies. The IEP will set targets for the child and detail

- Short-term targets set for or with the child
- Teaching strategies to be used
- The provision to be put in place

The IEP will be reviewed at least every term by the class teacher and SENCO and the outcomes recorded. If a child has made significant progress they should be removed from the SEN Register through joint agreement at an IEP meeting.

There are some children whose progress continues to cause concern despite school action and regular targets being formulated. For these children a move to School Action Plus will be considered and discussed with the class teacher, parents and the SENCO.

School Action Plus

At School Action Plus the school or parents may seek further advice and support from outside agencies or professionals. The school will assist parents in choosing an appropriate professional with the required qualifications or experience to support their child. Such agencies may include Binoh (Norwood's SEN Service), Educational Psychologists, Speech and Language Therapists, SEN Advisory Teachers, Occupational Therapists and Medical Services. The range of support available at Action Plus is similar to that at Action but will typically be more intense, sustained or individualised. In addition, advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review process. Parents should **always** inform the school immediately when their child is seeing an outside professional or if parents are considering an assessment.

Involvement of outside agencies will continue as long as the agency believes they can contribute to the child's progress. Decisions to sign off a child are made by the outside practitioner but are discussed with the school and with parents at an IEP review meeting. Formal notification then follows in the form of a discharge letter.

Should a child make significant progress so that the direct involvement of outside agencies is no longer required the child will usually be placed on School Action so that the school continues to provide an IEP and Provision Map that is reviewed to ensure that progress is maintained.

In the case of a very small number of pupils where there is still insufficient progress despite intervention at School Action Plus, parents may be advised

either to seek an assessment from Binoh or an independent educational psychologist, or in exceptional circumstances, to apply to the LEA for a statutory assessment. Pupils and parents will be fully involved and kept informed. The LEA may accept or reject an application for statutory assessment. Where the LEA agrees to make a statutory assessment this may result in a Statement of Special Educational Needs. Under the provision of the SEN Code of Practice parents may apply independently for a Statement of Special Educational Needs.

Statements

In addition to the termly reviews of their IEP's the school has a statutory duty to review the pupil's progress and the specific support outlined in the statement annually and to provide a report for the LEA. The Authority could decide to

- Maintain the current provision
- Make additional provision if there is significant professional evidence that a child's needs have changed or are not being met by current provision
- To cease a statement of special educational needs due to a child making significant progress

Physical Disability/Medical Needs

For any pupil with physical or medical needs the school will follow the action under the Code of Practice as follows:

- All staff will be alerted to any medical or physical concerns by the SENCO
- Appropriate staff training sessions will be held to ensure all staff are up to date and confident with the conditions of the child in their care
- Care plans, where necessary, will be drawn up in consultation with parents and doctors to ensure that all staff are aware of any special requirements or procedures. Staff cannot administer medication without a care plan.

SEN Support for Jewish Studies

The general additional identified pupil needs, such as in the physical, emotional and speech and language areas are managed by the general SEN Department. The SEN Department also deals with and or supports subject teachers' management of pupils' additional needs in the National Curriculum subjects. The Jewish Studies Department recognises that the management of general physical and emotional needs by the SEN Department provides benefits for pupils across all areas of their development and their studies and so the Jewish Studies Department identifies and manages pupils' additional needs that are particular to Jewish Studies.

Resources available for the provision of additional J.S. support are prioritised in the delivery of extra Hebrew Reading support, usually on a one-to-one basis. Hebrew reading is the basic skill that underpins progress, achievement, confidence and success in all areas of Jewish Studies.

Children in need of additional Hebrew reading support will not necessarily be receiving any other extra provision. Conversely, children with identified physical, emotional, learning or other needs will not necessarily need additional Hebrew Reading support. There is not always a clear correlation between general and Hebrew additional needs, though certain learning difficulties will strongly suggest the possibility or likelihood of difficulties in Hebrew reading.

Pupils' reading abilities are continually assessed, and those in serious need of support are given a period of regular one-to-one tailored sessions. This support might only be necessary for a short burst of five or six sessions over a month or so. In some cases much longer periods and many more sessions may be necessary.

Teachers keep detailed records of pupils' progress and particular difficulties and needs. These records enable us to track pupils' progress, and make it possible for more than one teacher to work with the same child.

Arrangements for Pupils for whom English is an Additional Language

Reception class pupils are assessed using the NFER baseline assessment which includes tests of spoken language. Records are passed on from Kerem House nursery regarding pupils' languages. Parents are asked at interview regarding languages spoken at home.

For pupils entering other classes reports are obtained from the pupil's previous school together with any assessments or therapy reports. On entering the school new pupils to Y1-Y6 are assessed by the SENCO together with the class teacher.

A provision map is drawn up for each child and support teaching is provided supported with appropriate specialist resources. Where possible, arrangements are made for pupils to be supported in their first language during the settling in period by bilingual staff.

What to do if you are concerned about your child

Discuss your concern with the class teacher and together decide a course of action



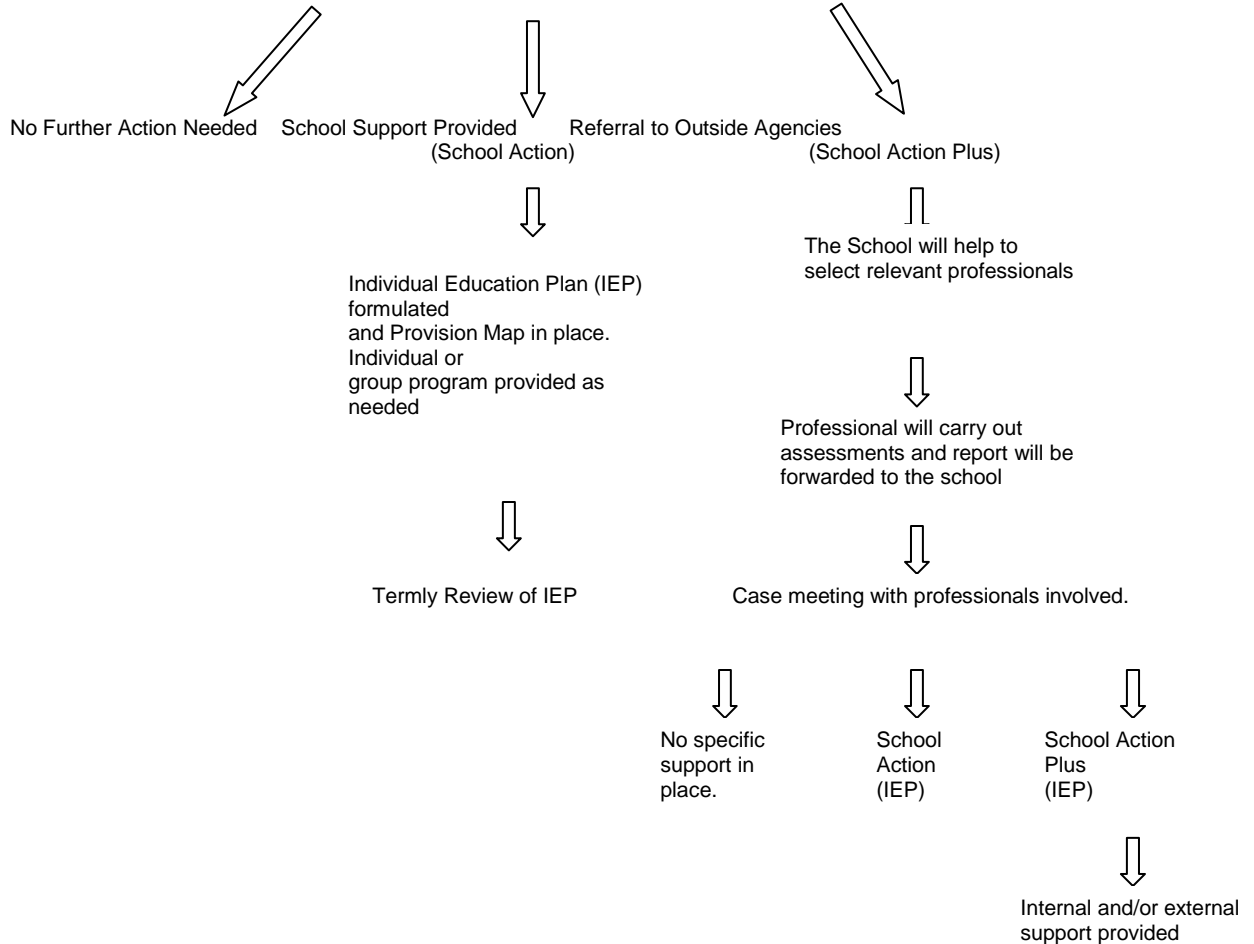
Class Teacher will discuss the matter with SEN staff and the Head Teacher if necessary



Period of time in which staff will gather information



Follow up discussion



NB: Involvement of the school at the initial stage of any concern is paramount. We are here to help meet the needs of each child and this works most effectively when staff and parents are working in partnership.