Special Educational Needs and Disability (SEND) Information Report

Rimon Jewish Primary School

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1. WHAT TYPE OF SCHOOL IS RIMON JEWISH PRIMARY SCHOOL?

Rimon is a mainstream, one-form entry school which provides education for 5-11 year olds. We believe that all children who attend should have access to a broad and balanced Chol and Kodesh education, delivered through high quality teaching which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school overcoming potential barriers to their learning and making special provision within the curriculum to meet their individual needs.

The SEND Code of Practice defines that a child has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(DfE/ DoH, 2015)

A child may have a special educational need or disability (SEND) either throughout or at any time during their school career. Rimon ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

2. WHAT KINDS OF SEND ARE PROVIDED FOR?

Our school currently provides additional and/or different provision for a range of needs, which may include:

- *Communication and interaction*
  -speech, language and communication needs, including social communication
  -children with ASD may experience difficulties with social interaction and how they relate to others
- *Cognition and learning*
  -children learn at a slower pace than their peers, even with appropriate differentiation
  -specific conditions such as dyslexia, dyscalculia and dyspraxia
- *Social, emotional and mental health difficulties*
  -children may experience a wide range of social and emotional difficulties which manifest themselves in different ways
  -behaviours may reflect underlying mental health difficulties
  -children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- *Sensory and/or physical needs*
  -vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)
  -sensory processing difficulties
  -physical disability (PD).

3. IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

We assess each child's development, skills and levels of attainment on entry, considering information from previous settings where appropriate.

Class teachers regularly assess progress made against Chol and Kodesh learning milestones, as well as progress in areas such as a child's social skills or emotional development. They identify those children whose progress:

- 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 any attainment gap.

Slow progress and low attainment will not automatically mean a pupil is identified as having SEND.

When deciding whether special educational provision is required, we consider the views of the child in an age appropriate way, and those of their parents. We use this information to help determine the nature of the support that is needed and whether we can provide it by adapting our core offer, or whether we need to put something different or additional in place.

4. CONSULTING AND INVOLVING PUPILS AND PARENTS

We have an early discussion with parents when identifying whether their child needs special educational provision. The views of the child are gathered in an age-appropriate or development-appropriate way.

Conversations ensure that:

- Everyone develops a good understanding of areas of strength and difficulty
- Parents' concerns are considered
- The child's views are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We formally note for parents when it is agreed that their child needs SEND provision and will receive SEND support.

5. ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We deliver SEND provision by implementing a graduated approach and four-part cycle:



Decisions and actions are revisited, refined and revised, with a growing understanding of how to effectively support a child to make good progress and secure good outcomes.

Initially, teachers work with the SENDCo to carry out a clear analysis of a child's needs. This will draw on:

- Assessment and experience of the child
- Their previous progress linked to learning or behaviour
- Their development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant and available.

Information is collated in a **Support Plan**. This Plan is shared with all teachers and support staff who work with a child with SEND so that they are aware of:

- Needs
- The measurable outcomes sought for them
- The nature of the support provided and who is responsible for providing it
- Any adaptive teaching strategies or approaches that should be in place.

Teachers and support staff use observation, questioning, marking and other assessment tools to monitor progress on a daily basis. They liaise regularly with the SENDCo and use termly Pupil Progress Meetings to provide the SENDCo and Head Teacher with information about progress.

Support Plans are reviewed with parents and children at least once a term, but more regularly where needed.

6. SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR SECONDARY SCHOOL AND ADULTHOOD

There are clear procedures and systems in place to ensure transition between classes, Key Stages and schools runs smoothly.

Moving between Key Stages
The SENDCo and classteachers work together to ensure information is shared before a child starts a new class:

- There is a thorough handover meeting
- The child's work is shared
- The child visits their new classroom and teachers alongside their peers
- Any SEND paperwork is shared
- Provision is planned to reflect the child's needs and the new timetable
- Where needed a transition plan is put in place and shared with the child.

Moving to Rimon

- A meeting/discussion with the previous school takes place
- The parents/carers meet the SENDCo and class teacher
- A tour of the school takes place
- The child is allocated a buddy within the class
- School records are received.

Where a child has an Education Health Care Plan (EHCP), this is used to shape the provision that will be allocated. This provision will be designed to meet the needs of the child as outlined in the EHCP, although depending on resources available, may not exactly resemble provision allocated by a previous setting.

Moving from Rimon to another primary school

- A meeting/discussion with the new school takes place
- School records are passed onto the new school.

Moving to secondary school

- Parents/carers are encouraged to visit schools and speak to key staff about the needs of their child
- In the summer term of Year 6, a transition meeting is held with class teachers, senior teachers and SENDCos as appropriate and information is shared
- Additional visits to the new school take place where needed to ensure a smooth transition for the child
- School records are passed onto the new school.

If the child has an EHCP and a secondary school place has been offered, the secondary school is invited to the Year 6 Annual Review.

7. OUR APPROACH TO TEACHING PUPILS WITH SEND

Class teachers and subject teachers are responsible and accountable for the progress and development of every child in their class or lessons.

High-quality teaching is our first step in providing for children who have SEND and where appropriate includes:

- Adapted teaching methods and resources
- Carefully planned questioning
- A carefully designed curriculum
- Focussed 1:1 or small group interactions and interventions
- Personalised targets and timetables
- Use of particular resources and equipment
- Provision of an organised calm and nurturing classroom space
- Targeted and constructive feedback and marking.

Adaptive teaching is the process by which differences between children's needs are accommodated so that all children have the best possible chance of learning.

Adaptations can be through:

- Task –adapted to meet the Learning Objective through smaller steps
- Resources – particular use of visual prompts, use of personalised word banks, planned use of scaffolds to support organisation of thinking
- Grouping
- Deployment and intervention of additional adults
- Pace –adapted to meet the needs of the child
- Dialogue –varied language /vocabulary used.

We also provide some specific and additional 1:1 or small group interventions when assessment and observation suggest they would be beneficial. These may include:

- Fine-motor control and handwriting practise
- Evidence based reading, spelling or mathematics interventions
- Writing conferencing
- Precision teaching
- Pre-teaching of vocabulary, concepts etc
- Social skills groups
- Nurture group
- Teaching and practise of skills as suggested by a Speech and Language Therapist, an Educational Psychologist etc.

8. ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make adaptations to ensure all pupils' needs are met. For example, we:

- Adapt teaching by giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc.
- Adapt the organization of teaching by grouping, by identifying where 1:1 work is needed, by using retrieval techniques to ensure learning can be applied etc.

- Adapt resources
- Deploy staff in a way that meets needs
- Use recommended aids, such as laptops, voice recorders, visual timetables, sensory aids and tools etc.
- Make appropriate adjustments to assessment practices to enable children to access assessments
- Provide calm and safe spaces within classrooms and the wider school building.

Rimon's building and site is fully accessible to disabled pupils, with two disabled toilets and a lift to the upstairs classrooms.

Where additional and/ or specialist equipment is needed to support children's learning, this is taken into account if an application is made for an EHCP, secured from the school's SEND budget or sought from bids for external funding. Where specialist equipment is advised, the SENDCo liaises closely with an appropriate specialist and parents to ensure the correct equipment or resource is bought.

Adaptations for individual children with SEND are detailed in their Support Plan or EHCP.

9. ADDITIONAL SUPPORT FOR LEARNING

Class and subject teachers are responsible for the progress of children in their class and lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all.

The SENDCo is responsible for ensuring that:

- Teachers and LSAs understand a child's needs
- Teachers and LSAs are trained and skilled in meeting those needs through planning and teaching
- The quality of teaching for pupils with SEND is consistently of high quality
- Provision across the school is efficiently managed.

Some children require additional, targeted intervention to make good progress across the curriculum because they are working significantly below expectations for their age. Some children require additional support because they are experiencing difficulties socially, emotionally or behaviourally.

Teachers and the SENDCo are responsible for organising and monitoring targeted interventions for an individual child or small group of children, which might include:

- *Additional adult support in the classroom*
  -An LSA may support the teacher to deliver high-quality teaching and learning across the whole class.
  -An LSA may work with the teacher and SENDCo to deliver specific provision outlined in a child's SEND Support Plan or EHCP.

-Additionally, the SENDCo may support a child's learning in class in cases where there is evidence that they are achieving significantly below the expectations for their age, or experiencing social or emotional difficulties.

- *Withdrawal sessions*
  -In some instances, children are taught 1:1 or in a small group by an LSA, the SENDCo or an additional teacher outside of their usual lessons. Withdrawal sessions are very carefully managed so that gaps in learning are not formed by a child not being present for class teaching, and good self-esteem and relationships with peers are maintained.
- *Additional adult support before or after school*
  -Where practicable, teachers may offer an individual child or small group of children additional support before or after school. These sessions are carefully planned to ensure they offer children a positive experience of an extended day and are arranged with parents' agreement.
- *External specialists who provide assessment, teaching or therapy for children with higher needs.*

10. EXPERTISE AND TRAINING OF STAFF

Our SENDCo is an experienced teacher and leader and has several years' experience in the SENDCo role. She has gained the National Award for SEN Co-ordination.

Our teachers and Learning Support Assistants (LSAs) are trained to deliver high-quality teaching and provision that meets the academic, social and emotional needs of children with SEND and enables them to access and enjoy all aspects of school.

LSAs regularly meet with the SENDCo to collaboratively review the impact of their work with children with SEND.

All staff participate in some training sessions, whilst other training is targeted and reflects changing or developing professional development needs.

Recent training has included:

- Embedding an Emotion Coaching approach to nurturing mental health and well-being and strengthening relationships
- Adaptive teaching and challenge for all children
- Developing emotional literacy skills in primary school
- Building emotional regulation skills in children and young people
- The Sensory Side of Autism
- Dyslexia awareness and teaching
- Developing emotional literacy.

We work closely with specialist partners and agencies in order to secure high-quality professional development. Recent training has been led by:

- Barnet's Education Psychology Service
- Barnet's Visual Impairment Service
- External education consultants
- Speech and Language Therapists.

11. EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of provision for children with SEND by:

- School staff and parents reviewing pupils' individual progress towards their goals each term
- Termly pupil progress meetings held with the Head Teacher
- School staff reviewing the impact of targeted interventions after a planned number of weeks
- Gathering pupils' views
- The SENDCo observing teaching and learning and looking at children's work to track progress
- Holding annual reviews for pupils with EHC plans
- Working collaboratively with external partners such as our Educational Psychologist
- The SENDCo reviewing aspects of the School Improvement Plan that relate to SEND termly with the Head Teacher
- The SENDCo meeting termly with the SEND/ Welfare Governor.

12. ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND

All of our extra-curricular activities and school visits are available to all our pupils, including before and after school clubs for particular year groups.

All children are encouraged and supported to stay overnight at a Shabbaton in Year 5 and to go on our residential trip in Year 6.

We ensure that all children have access to at least one term of instrumental tuition from Barnet Education Arts Trust during KS2.

All children are encouraged to take part in special events and days such as sports day, school plays and special workshops.

We demonstrate ambition for children with SEND and work carefully with them and their parents to ensure that they are able to take part in all activities in a way that is safe and successful for them.

13. SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We firmly believe that Rimon should be a safe and secure place for all our children and as such we work diligently to support their emotional and social development.

We provide social and emotional support for children in the following ways:

- Adopting an Emotion Coaching approach to nurturing mental health and well-being and strengthening relationships
- Weekly teaching through a Personal, Social and Health Education (PSHE) programme
- By taking part in national Mental Health Awareness days and projects
- By planning evidence-based group interventions to develop social skills
- By providing support at playtimes
- By providing opportunities for children to take part in extra-curricular activities and a broad curriculum
- By providing opportunities for children to take on roles such as School Councillor, Peer Mentor, Reading Buddy etc
- Providing access to Nurture Groups and Social Skills Groups where appropriate.

Specialist support from external agencies

Parents will be involved in making decisions about any referral to an agency that can provide specialist advice or support. We work with a number of agencies with focus on social and emotional development:

- Child and Adult Mental Health Service (CAMHS)
- BICS (Barnet Integrated Children's Services)
- Educational Psychologist
- Child Psychotherapist (funded by parents).

Nurture Space

Our Nurture Space enables us to offer enhanced inclusive practice for children with complex social, emotional and behavioural difficulties. Our Nurture Space and Nurture Groups provide a safe space in addition to the classroom and a clear focus on emotional literacy, language development and communication.

Teacher and LSA teams can liaise with the SENDCo about a referral to a Nurture Group. All referrals will be discussed with the Nurture Group teaching team and parents.

14. WORKING WITH OTHER AGENCIES

Seeking support from external agencies is always discussed with parents before being accessed through a formal referral to their service or by the SENDCo requesting advice. Agencies we work with include:

- Barnet Educational Psychologist Service
- NHS Integrated Therapies: Speech and Language, Occupational Therapy etc
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Advisory Team
- Barnet Visual Impairment Team
- Barnet Hearing Impairment Team
- Barnet Complex Medical Needs Team

- NHS services for hearing, sight and medical conditions
- Social Care
- Norwood.

Where parents are working with private agencies and professionals, we aim to work alongside these.

15. CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND

The Parent and Carer Zone on Barnet's Local Offer website provides details of support services: https://www.barnetlocaloffer.org.uk/parent_zone

Barnet SEND Information, Advice and Support Service (SENDIASS) offers free, confidential, and impartial information, advice and support for parents and carers of children with SEN and/ or a disability: https://www.barnetlocaloffer.org.uk/parent_zone/documents/1436-barnet-sendiass-information-leaflet-for-parents-and-carers

Barnet SENDIASS
2 Bristol Avenue
London NW9 4EW
Tel: 020 8359 7637
Email: SendIASS@barnet.gov.uk
www.barnetlocaloffer.org.uk

16. CONTACT DETAILS FOR RAISING CONCERNS OR COMPLAINTS

If a parent/carer has a concern about their child, their first point of contact is the child's class teacher. If their concern is not then resolved and relates to SEND they should subsequently speak to the SENDCo who can be contacted via the school office or direct email: inclusion@rimonschoolorg.uk

If a parent/carer has a complaint they must follow the school's Complaints Procedure Policy which is available on the school website or from the school office.

17. BARNET LOCAL AUTHORITY'S LOCAL OFFER

Local Authorities and schools are required to publish and review information about educational provision available for children and young people with SEND under the Children and Families Act 2014. This is known as the 'Local Offer'.

Barnet Local Authority's local offer is published here: https://www.barnetlocaloffer.org.uk

The school's SENDCo can support parents to access information about support and services that is signposted in the Local Offer.

APPENDIX: SEND IDENTIFICATION FLOWCHART

