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# Policy on Special Educational Needs

September 2023

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Pardes House Primary  
School

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Head teacher: Rabbi J Sager  
Inclusion Leader: Mrs S Marks

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## **POLICY ON SPECIAL EDUCATIONAL NEEDS**

**Named Person:** Mrs Shoshi Marks - Inclusion Leader

### **Management of SEN**

Mrs Shoshi Marks is the Inclusion Leader. She is accountable to the Headteacher and the Governors. The Governor with named responsibility for SEND is Mr David Deutsch.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Leader (SENCo) in consultation with the SEND Governor and in liaison with the SLT. It has been shared with all stakeholders, governors, staff and parents of pupils with SEND. It incorporates the changes reflected in The Code of Practice (2014) which covers 0-25 age range.

### **Rationale**

At Pardes House Primary School we believe that all pupils with Special Educational Needs should have intervention as early as possible in order to ensure the education and well-being of the whole child and to prevent children from 'slipping through the net'. In line with the Government's strategy '*Removing Barriers to achievement*' (2004), the school aims to raise expectations for pupils with Special Educational Needs by focusing on personalised learning and the impact of interventions.

The school aims to provide for all pupils, access to a broad, balanced, challenging and relevant education, including an appropriate curriculum for The Foundation Stage and for the National Curriculum.

We recognise that there are some children who require additional, differentiated provision to enable them to have their needs met and will make provision to meet those needs either from within the resources available within the school or with the support of specialist support services. We will take the views of the child into account and will encourage co-operation between parents<sup>1</sup> and school to enable each child to reach his

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<sup>1</sup> 'Parents' includes Carers in this policy document

potential. We are an inclusive school and all pupils will have an equal opportunity to benefit from the school's resources irrespective of ability or social circumstances.

### **Objectives**

- To identify Special Educational Needs (SEND) early in a child's school career;
- To be sensitive to a child's difficulties whether the needs are learning, physical, emotional or behavioural;
- To encourage all staff to co-operate and confer regularly with the Inclusion Leader to identify and support children with SEND;
- To involve parents in discussions about their child's learning needs and proposed actions at all times;
- To offer a modified curriculum which will match specific needs and optimise individual potential;
- To involve support agencies and ancillary staff as appropriate and as is commensurate with the legal requirements of the Code of Practice;
- To maintain records about a child, parental contact, action taken and provision made;
- To provide in-service training for staff;
- To monitor and evaluate the effectiveness of SEND provision within the school;
- To liaise effectively at all transfers so that relevant information is passed on whenever children with SEND change school.

### **Arrangements for coordinating SEND provision**

The Inclusion Leader will hold details of all SEND records for individual pupils. All staff can access:

- The school's SEND policy
- The full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on targets for individual pupils and copies of their provision map.
- Practical advice, teaching strategies and information about types of SEN and disabilities.
- Information through the Barnet SEND Local Offer.

### **Facilities for Pupils with SEND**

The school complies with all relevant accessibility requirements. Please see the School Accessibility Plan for more details.

### **Identifying Special Educational Needs**

A child has special educational needs if they have a difficulty or barrier to learning which calls for special provision to be made to allow them to access the curriculum. The school will have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs.

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be carefully monitored.
- b) The child's class teacher will provide differentiated learning opportunities that will aid the pupil's academic progress
- c) The Inclusion Leader will be consulted for support and advice and may wish to observe the child or carry out individualised assessments.
- d) Concerns may be raised with parents informally or during parents' evenings.

### **SEND Support**

When it is determined that a pupil does have SEND, parents will be formally advised and the school will ensure that effective provision is put in place. The support provided consists of a four part process;

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the pupil grows. The cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The pupil's views and where relevant, advice from external support services will be considered. This analysis will be regularly reviewed to ensure that support and intervention are matched to need. Any external support involved will help the assessment of need.

#### ***Plan***

Planning will involve consultation between the teacher, Inclusion Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil including support staff will be informed of their individual needs, the support being provided, any particular teaching strategies or approaches that are used and the outcomes that are being sought.

#### ***Do***

The class teacher remains responsible for working with the child in a day to day basis, even where the intervention may involve group or one to one teaching away from the main class teacher. The class teacher will work closely with the teaching assistants and assess the impact of support and interventions. Support with further assessment and advising of additional effective support will be provided by the Inclusion Leader.

#### ***Review***

Review of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account

the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Leader will revise the support and outcomes based on the pupils progress and development and make any necessary adjustments.

### **Referral for an Education, Health and Care Plan (EHCP)**

- If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which may be requested by the school or the parents. This will occur where the complexity of need or a lack of clarity around the needs of the child are such, that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can be found via the SEND Local Offer. The SEND local offer is a resource which is designed to support children and young people with SEND and or disabilities and their families. It describes the services and provision that are available to families in Barnet.

[http://www.barnet.gov.uk/info/920012/the\\_local\\_offer\\_and\\_special\\_educational\\_needs/1217/the\\_local\\_offer\\_and\\_special\\_educational\\_needs](http://www.barnet.gov.uk/info/920012/the_local_offer_and_special_educational_needs/1217/the_local_offer_and_special_educational_needs)

Or by speaking to an EHC Plan coordinator on:

[senreforms@barnet.gov.uk](mailto:senreforms@barnet.gov.uk)

Or by contacting SENDIASS at:

[Sendiass@barnet.gov.uk](mailto:Sendiass@barnet.gov.uk)

### **Education, Health and Care Plan (EHCP)**

1. Following Statutory Assessment, an EHCP will be provided by Barnet Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

3. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made to the support.

### **Personal Budgets**

Some parents may receive a personal budget where their child is eligible for home to school transport and where provision of the personal budget does not lead to an inefficient use of the Local Authority resources.

### **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through specialist SEND provision provided by the school as is necessary, taking into account the wishes of parents and the needs of the pupil.

Every effort will be made to educate pupils with SEND alongside their peers in the classroom setting. Where this is impossible, flexible arrangements will be made.

Regular training for staff on SEND and SEND teaching methods are provided. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We ensure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Individual targets are set with pupils and achievements are celebrated (*see the school's Accessibility Plan*)

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored termly, in line with the SEND Code of Practice.

SEND Provision and interventions are recorded on a provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the Inclusion Leader. These reflect information passed on by the Inclusion Leader at the beginning of the academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Inclusion Leader and help identify whether provision is effective.

### **Provision Management**

Provision Management allows the school to produce an inclusive education provision map which enables the school to:

- Audit the needs of pupils and plan systematically
- Ensure there is a clear rationale and evidence base for the interventions that are planned.
- Help to ensure the entitlement and improve pupil level outcomes for learners at risk of underachievement.
- Plan both staffing and skills required to meet pupil needs.
- Meet a range of statutory and accountability requirements in a meaningful and effective way.

This action may be:

- Additional provision of differentiated learning materials or specialist equipment
- Introduction of regular group and/or individual support
- Deployment of support staff
- Staff development and training to introduce more effective strategies
- An Individual Education Plan
- A recognition of communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### **In Service Training (CPD)**

We aim to keep all staff up to date with relevant training and development in relation to the needs of pupils with SEND. The Inclusion Leader attends relevant SEN courses and signposts relevant SEND courses for staff. The Inclusion Leader and SLT ensure that training opportunities are matched to those identified through the use of provision management.

### **Partnerships with Parents**

At Pardes House we aim to work in partnership with parents of children with SEND and to foster positive relationships. Parents have the right to be consulted and involved in discussions immediately if school has any concerns about their child's needs. The school takes seriously any concern a parent/carer may have about their child which needs to be brought to the attention of school.

- Parents are encouraged to participate in their child's education and are a valuable source of experience and information;
- They are welcomed into school to help with specific projects such as individual reading support or to support in the classroom, although preferably not in their own child's class;
- There is the opportunity to meet with class teachers and the Inclusion Leader at termly Parent's Evenings and at termly IEP reviews;
- Regular contact with the class teacher is encouraged and the Inclusion Leader is available by appointment;
- As soon as a child is identified by the school as having SEN the parents are consulted and permission requested before intervention takes place;
- The Headteacher has a '*Coffee and Cream Cakes*' morning each term, which acts as a Parents Forum and is an opportunity to discuss general school issues, including SEN. (*more information re. partnership with our parents can be found on the school website*).

### **Links with other schools**

Links with other settings are closely encouraged. When needed, the Inclusion Leader will visit Early Years settings before a child joins the school. This ensures that the School is prepared and can plan for the needs of SEND pupils.

The Inclusion Leader at the secondary school or other receiving school will be invited to participate in the Annual Review. The Inclusion Leader will ensure that all records (verbal and/or written) are transferred to the next school. Extra school visits to the new school will be arranged when necessary.



### **Common Assessment Framework (CAF) and SEN procedures**

The implementation of the CAF alongside SEN procedures will strengthen the school's outcomes for every child. The CAF comprises of an assessment and analysis of needs followed by planned interventions which includes all aspects of the child's life.

The purpose of the CAF is to provide a framework for identifying and meeting a child's additional needs where there is concern

- Collaboration with parents/carers is considered key
- The child's views are incorporated at all stages
- Once needs are identified, a plan is put together to meet them
- One person becomes the central co-coordinator of the plan but others are likely to be carrying out the interventions.
- There is a staged approach to intervention
- Collaboration between agencies is key to ensuring that interventions are co-ordinated

### **Links with other agencies, organisations and support services**

Pardes House Primary School has links with other agencies and professionals which can provide advice, support and in some instances services to assist in the provision for SEND. We will refer pupils and their parents to those agencies which are deemed to be the most appropriate. Permission to do so will always be sought first from parents and carers. The Inclusion Leader is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Behaviour Support Service
- Speech and Language Therapy
- Occupational and Physiotherapy Service
- CAMHS ( Child and Mental Health Services)
- Social Services
- Hearing and Visual Impairment team
- ASC team
- Norwood /Binoh/ private therapists
- Legadel
- Dyslexia and dyspraxia therapists

### **Management of SEND**

Mrs Shoshi Marks is the Inclusion Leader. She is accountable to the Headteacher and the Governors. The Governor with named responsibility for SEN is Mr David Deutsch.

### **Roles and responsibilities of the Governing Body**

The Governing Body should:

- Do its best to ensure that the necessary provision is made for any pupil who has SEN;
- Set the budget with the school's professional leadership;
- Establish appropriate staffing;
- Be involved in the monitoring and implementation of the school's SEN policy;
- Ensure that SEN provision is an integral part of the School Improvement Plan;
- Appoint an SEN governor or committee to monitor the school's work with SEN;

### **Roles and responsibilities of the Headteacher**

The Headteacher is responsible for:

- Understanding and following SEND policy;
- Determining, organising and implementing the curriculum for the school, including that for children with SEND;
- Deploying staff, as necessary;
- Introducing procedures to evaluate the effectiveness of the policy and procedures;
- Reporting regularly to the governing body in a way that enables it to evaluate the effectiveness of the policy.

### **The Role of the Inclusion Leader**

The Inclusion Leader is responsible for:

- Understanding and following the SEND policy;
- Overseeing the day to day operation of the school's SEND policy;
- Determining, organising and implementing the procedures for identification, assessment and provision for children with SEND;
- Liaising with and advising teachers;
- Managing Teaching Assistants;
- Co-ordinating provision for children with SEND;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of teaching and non-teaching staff;
- Liaising with external agencies including advisory teachers, educational psychology service, medical and social services and voluntary bodies.

### **The Role of the Teacher**

The teacher is responsible for:

- Understanding and following the SEND policy;
- Assessing and identifying children's needs;
- Taking these needs into account when in PPA time;
- Writing Individual Education Plans (IEPs) and targets with support from the Inclusion Leader;
- Filling in a Provision Map of Interventions for pupils;
- Implementing IEPs and following the strategies and advice from professionals;
- Differentiating work with support from curriculum post holders and the Inclusion Leader;
- Keeping regular dated records and evidence;
- Liaising with parents, Teaching Assistants (TAs), support teachers, Meal Time Supervisors (MTSs), Inclusion Leader and Head teacher;
- Accessing and organising appropriate resources with support from the curriculum post holders and Inclusion Leader;
- Liaising with external advisors e.g. Advisory Teachers, therapists etc.
- Pardes House does not agree to its teachers giving private tuition to pupils from our school. This can be perceived as a negative indictment on the service the school provides and is therefore deemed inappropriate.

### **The Role of the Teaching Assistant (TA)**

The Teaching Assistant is responsible for:

- Understanding and following the SEND policy;

- Liaising with class teachers, Inclusion Leader and Head teacher;
- Taking account of the teacher's planning for the individual needs of the pupils identified;
- Leading on SEND interventions with targeted groups as identified by the class teacher and the Inclusion Leader;
- Ensuring that they help the class teacher to engage the children in learning;
- Contributing to and following each individual child's IEP;
- Keeping their own records, as necessary, to inform reviews and IEPs;
- Assisting with SEND administration e.g. filing, display, records;
- Assisting with Annual Reviews and procedures.

### **Admissions**

The Governors of Pardes House have an Admissions Committee and a separate Admissions Policy. Governors recognise their duty to accept statemented children or those in public care (LAC) ahead of the above criteria.

### **Physical Access**

The school is set on two levels. There is ramp to assist those with wheelchairs to enter the school building. The school also has a key-operated internal lift enabling those with physical handicaps other issues to move between the two floors.

### **Resources**

The SEND budget is used to pay for specific equipment, resources and teaching materials needed by children who receive SEND support.

### **Documentation of Evidence**

In order to track a child's progress through the stages of the Code of Practice, all those concerned with the child's education need to collect documentary evidence of a child's needs. It may comprise all or some of the following:

- Ongoing regular teaching records;
- Records of specific interventions and their impact;
- Progress against individual targets;
- Outcomes of assessments;
- Samples of the pupil's work;
- Notes/ letters/ to and from parents;
- Written observations;
- School reports;
- Reports from visiting professionals or external professionals from multi-agency involvement;
- IEPs;
- Foundation Stage Profile.

### **Inclusion Arrangements**

Pupils with SEND are considered to be an equal and valuable part of the school community and are encouraged to participate fully in all aspects of school life.

All members of the school community are required to take into account the needs of others and have a responsibility to ensure that these are addressed as fully as possible. Pupils are encouraged to co-operate with each other and to recognise one another's strengths as well as weaknesses. Wherever possible, all pupils will be given the opportunity to experience success in areas which are relevant to their needs and abilities. Trips and activities will be inclusive and no pupil will be excluded from these on the grounds of their individual special need.

### **Monitoring, Evaluation and Review of the SEND Policy**

This policy will be reviewed every 2 years or as statutory guidance changes by the Inclusion Leader, Headteacher and the SEND Governor. It will be presented to the Governing Body to ensure that it is effective in its operation. Each member of staff has some responsibility in ensuring that the SEND policy is implemented and effective. The Inclusion Leader will take lead responsibility for carrying out the SEND policy review. The opinions of governors will be sought formally and taken into account.

The main areas against which the policy will be evaluated are as follows:

- Are children with SEND identified promptly and accurately?
- Is effective provision being made for all children with SEND?
- Do staff feel supported in their work with pupils?
- Are all members of staff:
  - a) aware of the contents of the policy?
  - b) clear about their roles and responsibilities in implementing the policy?
  - c) confident about how they can access additional advice and support?
- Is the monitoring and record keeping efficient and effective?
- Are parents aware of the SEN policy and do they feel it is being effectively implemented?
- Are children able to feel safe and welcome in school so that they can access the curriculum and see their own achievements?

### **Concerns of Parents**

Parents are encouraged to discuss any issue of concern with their child's class teacher at the earliest opportunity. They may also wish to raise issues with the Inclusion Leader or the Headteacher or at the Mothers@Pardes group (M@P). If they feel that issues have not been resolved, they may wish to follow the School's Governors Complaints procedure.

### **In-Service Training**

The school subscribes to the LA in-service training programme and the Inclusion Leader ensures that teachers, TAs and the SEN governor are aware of the SEN element of any courses which are relevant to the needs of the school or individuals. The LA subscribes to SENJIT at the Institute of Education and the Inclusion Leader and support teacher regularly attend courses there. Where appropriate, specialist advisers from the LA or the Inclusion Leader run school based SEN training at INSET days or staff meetings. The Inclusion Leader has regular bi-weekly meetings with TAs. From time to time relevant training is given to TAs by the Inclusion Leader or other trainers.

### **Partnership with Parents**

At Pardes House we aim to work in partnership with parents/carer of children with SEND and to foster positive relationships. Parents have the right to be consulted and involved in discussions immediately if school has any concerns about their child's needs. The school takes seriously any concern a parent/carer may have about their child which needs to be brought to the attention of school.

- Parents are encouraged to participate in their child's education and are a valuable source of experience and information;
- They are welcomed into school to help with specific projects such as individual reading support or to support in the classroom, although preferably not in their own child's class;
- There is the opportunity to meet with class teachers and the Inclusion Leader at termly Parent's Evenings and at biannual IEP reviews;
- Regular contact with the class teacher is encouraged and the Inclusion Leader is available by appointment;
- As soon as a child is identified by the school as having SEN the parents are consulted and permission requested before intervention takes place;
- The Headteacher has a '*Coffee and Cream Cakes*' morning each term, which acts as a Parents Forum and is an opportunity to discuss general school issues, including SEND.

### **Links with Health & Social Services and Educational Welfare Service**

Wherever possible we wish to prevent difficulties occurring and seek the advice of these services and organisations at the earliest stage possible regarding any cause for concern.

We have regular contact with an Educational Welfare Officer (EWO) who works in partnership with the school to promote good attendance and punctuality and is alerted to possible difficulties at an early stage.

Where necessary the school will work in partnership with Social Services and will deal with child protection issues in accordance with school policy.

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Signed:

Date: July 2023

Review: July 2026

## **Appendix A: Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a Learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

## **Appendix B: Initials explained**

- Department for Education (DfE)
- Disability Equalities Scheme (DES)
- Education Health Care Plan (EHCP)
- Educational Welfare Officer (EWO)
- Emotional and Behavioural Difficulties (EBD)
- Individual Education Plans (IEPs)
- Local Authority (LA)
- Meal Time Supervisors (MTSs)
- *Special Educational Needs Code of Practice* issued by the Dept. for Education and Skills (DfES), September 2014 (Code of Practice 0-25)
- Special Educational Needs (SEN)
- Special Educational Needs Coordinator (INCLUSION LEADER)
- Statement of Special Educational Needs (Statement)
- Teaching Assistants (TAs)