



תלמוד תורה פרדס Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenberg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

SEND INFORMATION REPORT

2025-26





תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל חלפרן
Menahel:
Rabbi S Roitenberg שליט"א רויטנברג
Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

SEND INFORMATION REPORT 2025-26

Contact details

- The Inclusion Leader (SENDCO) is Mrs Rosanne Bernstein. She can be contacted via the school office (020 8343 3568) or inclusion@pardeshouse.com. Mrs Bernstein holds the National Award for SEND qualification – NASENCO).
- The Pastoral Leader is Mrs Beth Davis. She can be contacted via the school office (020 8343 3568).
- The SEND governor is Mr David Deutsch. He can be contacted via the school office (020 8343 3568).

Identifying children & young people with SEND

We want all our pupils to grow, develop and thrive. We therefore believe early identification of SEND is key. The definition of SEND as taken from the Children and Families Act 2014 is as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A child's needs may fall into one or more of the following categories:

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

Class teachers together with the Deputy Heads and Inclusion Leader regularly monitor the progress of all children so as to identify those who are making less than expected progress. This can be characterised by progress 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
- widens the attainment gap



Est. 1954

תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenberg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

Further details can be found in our SEND policy and Accessibility Plan which are both available on our website or from the school office.

Working with parents

We believe a close working relationship with parents is vital. When a concern has been raised regarding a child's rate of progress, parents will always be informed. The class teacher or Inclusion Leader will initially contact the parents to discuss any concerns and parents will be invited into school for a meeting.

Parents of children with ISPs (Individual Support Plan) and parents of children with EHCPs (Education and Health Care Plans) are invited to meet with the Inclusion Leader and class teacher on a termly basis. These parents receive a written copy of all plans and provision that is in place for their child.

Parents are encouraged to contact the class teacher or Inclusion Leader at any point if they have any concerns.

Working with pupils

Wherever possible the child is involved in discussions regarding their needs and the provision they receive. This includes through:

- School Council (bi-weekly)
- Pupil Voice meetings (every February)
- Headteacher's open-door policy

The impact of opportunities for pupils to contribute to the nature of their education has included:

- Pupil curriculum choice
- Timetable adaptations
- More variety of breaktime resources
- Additional classroom books

Working with external professionals

External professionals are invited into school to meet with the Inclusion Leader, parents, class teacher and pupil on a regular basis where applicable. Professionals and organisations that the school works with are included further on in this report.

SEND Support

In line with the SEN Code of Practice 2014 the school follows a graduated approach. This is a four part cycle comprising:





תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרנר

Menahel:
Rabbi S Roitenberg שליט"א רויתנברג

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. Parents are involved and consulted regularly as part of this process.

Tools used to evaluate the effectiveness of the provision include:

- **Annual Reviews** (for children with EHCPs). These include the Inclusion Leader, teacher, rebbe, support staff and parents. Where applicable, therapists also join the review meeting at which new targets are also set.
- **Individual Support Plan Reviews** (Termly meetings). These meetings include the Inclusion Leader, teacher, rebbe, support staff and parents. Where applicable, therapists also join the review meeting at which new targets are also set.
- **Pupil Progress Meetings** (Termly). Led by the Deputy Heads, sitting with individual class teachers. Where required, the Headteacher is also part of these meetings, which look at class and individual outcomes across different subjects recently assessed. Plans are then made for moving forward and any adaptations that may need to be made.
- **Teacher observations, drop-ins and learning walks**. Led by the Headteacher and Deputy Heads, regular visits to classrooms provide a picture of the provision for all pupils in each class. These visits sometimes focus on a specific aspect of what takes place in classrooms, such as the role of the Teaching Assistant or evidence of adapted learning activities.
- **Feedback from TAs**. Feedback provided to class teachers direct, as well as in review meetings in meetings with the Inclusion Leader and also in the regular TA meetings led by the TA Leader.

Curriculum

The school curriculum ensures the inclusion of all pupils, including those with SEND and other barriers to learning – what we call the 'First 20%'. Every effort is made to educate pupils with SEND or other barriers to learning alongside their peers in the mainstream classroom setting, where 'quality first' teaching is the main aim.

Measures taken may include such things as work adaptation, in-class adult support, small group teaching and one-to-one teaching. The school's curriculum was revised in the last two years and adapted still further in summer 2025 with the adoption of new teaching schema for Science, History and Geography to enable quality first teaching and inclusion for all.



Est. 1954

תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenbarg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCTT

What 'adaptation' means at Pardes House

Adaptation is more than differentiation and simply focussing on the 'first 20%'. Adaptation is about ensuring that learning is adapted so that every child can meet the same lesson expectations. It is about an opportunity for every child to thrive. It also means embedding through depth for the more able, not by going to the next year group's work. But, never assume that pupils that are 'lower ability' cannot access the same learning as other pupils.

Not every child is the same. They are mini humans, not automated machines circa Cyberdyne Systems, Model 101. But they are all learning within a Victorian system that we have to adapt for them, whether that be through teaching methods, bikes under desks, use of manipulatives, laptops, buddy work etc.

How teachers adapt and what more they can do - in their own words...

- Not giving an instruction that is not also written down on the board. *Makes children think about what you are saying.*
- Training children where to find the answers.
- Visual supports e.g. widgets, key words on display.
- Physical resources and manipulatives e.g. cubes and Numicon. *And these things should be used in Key Stage 2 as well!*
- Adapting oral questioning. *First 20% may be more direct while for more able, it may be more about inference.*
- Breaking down spelling words.
- Letting boys know they're next.
- Paired buddy work.
- Access to the teacher.

Thinking about what evidence there will be in books or what children can tell you about how they were all able to access the lesson. *What they say helped them will also be hugely telling!*

Teacher Intervention Programme

These 30-45 minute sessions take place on Tuesdays and Wednesdays every week (staff permitting) as on these two days, Key Stage 1 and Key Stage have National Curriculum lessons on opposite sides of the school day. This means that teachers can be delegated to provide each other with additional classroom support, listening to readers etc, without it impinging on teacher non-contact.

Raising a Concern

- The class teacher will usually be the first person to raise a concern regarding a child. They will meet with the Inclusion Leader to discuss the nature of these concerns. Discussion will include



Est. 1954

תלמוד תורה פרדס Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל חלפרן

Menahel:
Rabbi S Roitenberg שליט"א רויתנברג

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

Quality First Teaching strategies to employ as well as any other suggestions relevant to the child's needs. An Initial Concern form will be completed and strategies will be monitored for 6 weeks.

- Following this initial meeting, various routes might be followed depending on the nature of the concern and whether the first round of strategies had a positive impact.
- These could include: internal support from a TA or class teacher for a specific amount of time in a specific area, referral to Intervention Specialist.
- In some cases it will be appropriate to invite parents in to meet with the class teacher and Inclusion Leader to discuss concerns and possibly suggest referrals.
- Concerns may also be raised following Pupil Progress Meetings, which happen termly, under the leadership of the Deputy Heads.

ISPs – Individual Support Plans

- Those children who need individual targets that are additional to and different from what is ordinarily available, have ISPs set for them.
- The targets on ISPs are different from general class targets and are child-specific. They focus on the 4 areas of need as appropriate: cognition and learning, speech, language and communication, physical and sensory, social, emotional and mental health.
- Parents are invited in once each term to meet with the Inclusion Leader and class teachers to review targets and for the preparation of new targets.
- Parents are always given a written copy of ISP targets.
- Class teachers are responsible for ensuring targets are worked on and for monitoring this.
- Class teachers can speak to the Inclusion Leader at any point if they have concerns regarding an ISP target.

Additional internal support – Interventions Specialist

The school employs an Interventions Specialist, to work with individual children and groups. These pupils will have been identified by their teachers as requiring additional and specific targeted support outside the classroom. Our Interventions Specialist develops personalised programmes for these pupils, while working closely with the Inclusion Leader and class teachers.

The school's current Interventions Specialist is also a qualified speech and language therapist, allowing for in-house assessment for pupils of concern.

Referrals

- Referrals are only ever made after discussion with parents and after obtaining their consent.





תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרנר

Menahel:
Rabbi S Roitenberg שליט"א רויתנברג

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

- Referrals may be made to the following: Educational Psychologist, Legadel (if in Key Stage 1), speech and language, OT, CAMHS, developmental paediatrician, art therapy or for CBT.
- The Inclusion Leader will prepare referrals if needed, after collating information from class teachers.
- Parents are always invited to meet with external professionals, together with the Inclusion Leader and class teachers.
- Following a referral, any information, reports or feedback are shared with relevant people and recommendations are incorporated into targets, where applicable.
- The school is always happy to work with external professionals when appropriate.

External support

Where necessary the school will call in external professionals, having first consulted with parents and sought their permission. These may include:

- Educational Psychologist
- Speech and Language Therapy (SALT)
- SEN advisory teachers (such as ASC or Behaviour)
- CAMHS
- Barnet Integrated Clinical Services (BICS)
- Inclusion Advisory Team (IAT)
- Occupational Therapy/ Physiotherapy
- Health Services
- Norwood
- Social Services
- Dyslexia Specialist
- Art Therapist
- CBT Therapist

The effectiveness of any consultation, input and provision is monitored on a termly basis and amended as necessary.

Staff Training and Expertise

All staff are trained internally by the Inclusion Leader, by visiting professionals or by attending courses.

The Inclusion Leader or an external professional lead Staff Meetings and INSETs for training purposes, to update staff on SEND related issues and to enable staff to share good practice. In the last two years, such training has focused specifically on areas such as:

- Autism
- SEND and interventions



תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל
Menahel:
Rabbi S Roitenberg שליט"א
Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

- The ISP
- Executive functioning
- Magic Link
- Making best use of teaching assistants in the classroom

In addition, staff are encouraged to attend specialist courses, including through the Barnet Partnership for School Improvement, Best Practice Network and Inclusion Advisory Team. Courses attended by staff in the last year have included:

- Sensory strategies for children with ADHD
- Restraint
- Heads Up Kids
- Anxiety in young children
- SEND conferences

Equipment and Facilities to support pupils with SEND

We are a fully inclusive school which admits all pupils including those with SEND. We have an internal lift which ensures all our classrooms are accessible and we have disabled toilets.

Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.

Appropriate support will be provided and all staff will undergo training.

Regular reviews will be carried out and these will include the pupil's views.

Inclusivity and Equalities

All children are included in trips as well as residential visits. We provide additional support where necessary to enable this to happen and no child will be discriminated against due to a physical disability or handicap. If that meant they could not participate in the outing, the outing would not happen (see 'Accessibility Plan'). All visits are risk-assessed and appropriate safety measures put into place, if required.

Emotional, Mental and Social Development – Pastoral care

The school has a Pastoral Leader, committed to the well-being of students, who plays a pivotal role in fostering a nurturing and inclusive environment. We recognise the profound impact that emotional and social development can have on a student's overall success. This includes creating a safe space for pupils to express themselves openly and seek guidance when needed.





Est. 1954

תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenberg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCTT

The Pastoral Leader actively engages with pupils on a personal level, developing strong relationships built on trust and understanding. Her approach addresses not only academic challenges but also the emotional and social aspects of each pupil. Our Pastoral Leader is always ready to lend a listening ear and provide the support necessary for pupils to navigate the complexities of school life and growing up.

The Pastoral Leader has completed a number of training programs to aid her support of our boys, including TQUK Level 2 Core Counselling Skills, Emotional Literacy Support Assistant, Place2Be Mental Health Champions, UK Child Bereavement and Designated Safeguarding training. She collaborates closely with parents, teachers, and other staff members to ensure a cohesive and comprehensive approach to pastoral care.

Activities and interventions under the Pastoral heading include:

- Emotional Literacy Support
- Social Skills interventions
- Lego Clubs
- Boxing
- 1:1 Nurture
- The Nurture Club Drop in sessions
- The *Not Just Breakfast Club*
- Year 6 Transition interventions

This work contributes to the overall well-being of the school community. The overall aim of this role and the pastoral care for our pupils plays a vital role in creating an environment where pupils not only thrive academically but also develop the skills and resilience needed for a successful and fulfilling life beyond the classroom.

Emotional, Mental and Social Development – General

The school works closely with parents and external professionals to support the emotional, mental and social development of the pupils. We run social skills groups and Lego Therapy to help children struggling with social and friendship issues. Where required, we have a CBT therapist come into the school to work with pupils struggling with anger management and we work with art/music/play therapists to support pupils with the same or similar issues.

Behaviour

The school believes very much in the promotion of and reward for positive behaviours. All staff know that when there are negative behaviours from pupils, there needs to be an awareness of the pupil,



Est. 1954

תלמוד תורה פרדס Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל חלפרן

Menahel:
Rabbi S Roitenberg שליט"א רויתנברג

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

their background, needs and if they have a form of SEND. These can be discussed with the Inclusion Leader and Headteacher when navigating a response to an inappropriate behavior.

Bullying of pupils with SEND

It is our legal duty under the Equality Act 2010 to be aware that some incidents described as bullying could be as a result of a pupil's SEND or as a result of other emotional struggles/factors affecting a pupil. It is still important to deal with such incidents, but to use discretion and fully understand the circumstances for the behaviour. Initially, staff will respond to the incident and inform the Headteacher as he manages all bullying allegations.

Extra-curricular opportunities

Our school has a wide variety of extra-curricular opportunities that aid all pupils' emotional, mental and social development, giving them a sense of belonging and the opportunity to thrive in our school. Pupils with SEND, other barriers to learning or deemed disadvantaged have the opportunity to be:

- Part of our school clubs e.g. gardening, school magazine, table tennis, STEM and Current Affairs.
- Year 6 pupil leadership e.g. Head Boy, Deputy Head Boy, Prefects and Hoise Captains.
- School councillors
- Members of the school's Pardes Politicis Programme
- Junior Travel Ambassadors

Year 6 academic outcomes 2024-25

Reading, Writing and Maths disadvantaged – higher than national averages across last 3 years and significantly higher in 2025: 67%. (Nat. 47%)
Reading disadvantaged – higher than national averages across the last 3 years and above national average, specifically in 2025: 67% (Nat.
Y6 Writing disadvantaged – 100% pass rate in 2025 and slightly above national averages across the last 3 years.
Y6 Maths disadvantaged – 67% pass rate in 2025 – higher than national average but slightly below national averages across the last 3 years.
Y6 SPaG disadvantaged (6) – 67% pass rate in 2025 – higher than national average but slightly below national averages across the last 3 years.

Transitions

We have close links with local schools and where necessary the Inclusion Leader will meet with the Inclusion Leader of the child's current/ future school to discuss their needs and devise a transition





Est. 1954

תלמוד תורה פרדס Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenberg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCTT

plan. We encourage all children to visit the school prior to starting. We may facilitate a phased transition to help the settling in period. We may also visit them in their current setting.

Social stories or transition books with photos of the setting and key members of staff help prepare them for life in their new school. Transition sessions between year groups are arranged where the pupil can meet their new teacher and see their new classroom. The Inclusion Leader is always willing to meet with parents and professionals prior to their child joining the school.

Complaints

In the first instance parents are encouraged to come into school to meet with the Inclusion Leader or Headteacher regarding any complaints they may have relating to their child's SEND. If necessary they will then be advised of the formal complaints procedure, which includes process, key contacts and timescales.

School website and SEND

The school website has a specific section dedicated to SEND: <https://pardeshouseprimary.com/support-for-pupils/>. On this webpage, there are links to:

- PHPS SEND Policy
- PHPS SEND Information Report
- General information regarding SEND at Pardes House
- Link to the 'Barnet Local Offer' – The Barnet Local Offer website helps children and young people with Special Educational Needs and/or Disabilities and their families find the information and support they are looking for, from across the Barnet local area. Direct link: <https://www.barnetlocaloffer.org.uk/>.

The school works with the Barnet Local Offer through applying for EHCPs, engaging with Local Authority therapists and support teams such as CAMHS, IAT and BICS.

Sample case studies

**Names and year groups have been removed.*

Key Stage 1	<u>SEND Support</u> <ul style="list-style-type: none"> ▪ SEMH and ADHD 	Has occupational therapy and psychologist involvement. This has had a very positive impact on his social and emotional presentation, with him presenting completely differently to previous years. By being in a better place, he is able to engage more positively in the classroom with his learning and with his peers.
-------------	---	--



		<p>To note that there was almost a point last year of his starting medication for his ADHD but he made such rapid improvement, this didn't happen.</p> <p>Parents have commented that with the changes in their son's SEMH, it is like having a new child.</p>
Key Stage 2	<p><u>EHCP</u></p> <ul style="list-style-type: none"> ▪ Cognition & Learning ▪ Communication & Interaction ▪ Physical & Sensory ▪ Social & Emotional ▪ ADHD/ODD Diagnosis 	<p>Has made tremendous progress, particularly in the last year. Almost entirely unlikely to have emotional outbursts, is focused on his learning and making academic progress. His day and wellbeing have also been helped via his attending the special, pastoral 'Not Just Breakfast Club'.</p> <p>Polite, well-mannered and has developed strong oracy skills, including in front of the whole school.</p> <p>More than anything though, this pupil is our 'J Mac'. He has various forms of SEND, is academically behind, is on Pupil Premium and has had serious behaviour and mental health struggles.</p> <p>And yet, this pupil has the best smile on his face. He is happy in school, He is achieving, growing and thriving. Part of that is our embracing his J Mac, what he loves and is good at, what he stands out with, that we have harnessed, nurtured and let him run with. That makes this pupil our J Mac.</p>

Links to other policies

- Accessibility Plan
- SEND Policy
- Equalities

Further information

Further detail relating to the information in this report is available in our SEND Policy.

Mrs R Bernstein

Inclusion Leader

Pardes House Primary School