

INFORMATION FOR PARENTS & CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Reviewed: February 2025

1	What types of SEN does the school provide for?	<p>Our school provides for pupils with the following needs:</p> <table border="1" data-bbox="730 475 1933 1141"> <thead> <tr> <th data-bbox="730 475 1182 523">AREA OF NEED</th> <th data-bbox="1182 475 1933 523">CONDITION</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 523 1182 619" rowspan="2">Communication and interaction</td> <td data-bbox="1182 523 1933 571">Autism spectrum disorder (ASD)</td> </tr> <tr> <td data-bbox="1182 571 1933 619">Speech and language difficulties</td> </tr> <tr> <td data-bbox="730 619 1182 834" rowspan="2">Cognition and learning</td> <td data-bbox="1182 619 1933 786">Specific learning difficulties, including: dyslexia, dyspraxia, dyscalculia</td> </tr> <tr> <td data-bbox="1182 786 1933 834">Moderate learning difficulties</td> </tr> <tr> <td data-bbox="730 834 1182 946" rowspan="2">Social, emotional and mental health</td> <td data-bbox="1182 834 1933 882">Attention deficit hyperactivity disorder (ADHD)</td> </tr> <tr> <td data-bbox="1182 882 1933 946">Attention deficit disorder (ADD)</td> </tr> <tr> <td data-bbox="730 946 1182 1141" rowspan="4">Sensory and/or physical</td> <td data-bbox="1182 946 1933 994">Hearing impairments</td> </tr> <tr> <td data-bbox="1182 994 1933 1042">Visual impairment</td> </tr> <tr> <td data-bbox="1182 1042 1933 1090">Multi-sensory impairment</td> </tr> <tr> <td data-bbox="1182 1090 1933 1141">Physical impairment</td> </tr> </tbody> </table>	AREA OF NEED	CONDITION	Communication and interaction	Autism spectrum disorder (ASD)	Speech and language difficulties	Cognition and learning	Specific learning difficulties, including: dyslexia, dyspraxia, dyscalculia	Moderate learning difficulties	Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)	Attention deficit disorder (ADD)	Sensory and/or physical	Hearing impairments	Visual impairment	Multi-sensory impairment	Physical impairment
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2	Which staff will support my child, and what training have they had?	<p>Our SEN Team</p> <p>Our SENCO is Mrs Chaya Mills. She is a qualified teacher, and achieved the National Award in Special Educational Needs Co-ordination (NASENCo) in 2019. She has also completed a Masters in Jewish</p>																



Education, with a specialism in SEN, as well as the National Professional Qualification in Senior Leadership. She is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are:
 - involved in supporting your child's learning
 - ii) kept informed about the support your child is receiving
 - iii) involved in reviewing how your child is progressing .
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, School Counsellor and CAMHS practitioners.
- Updating the school's Provision Map (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Our Kodesh SENCo is Mrs Nomi Rosenthal. She is a member of the Kodesh SLT, and works with Mrs Mills to ensure that consistent provision is provided across the school day.

Mrs Dalya Goldmeier is our Mental Health and Wellbeing Lead. She is a qualified psychotherapist, and as well as providing therapy, oversees our other therapists, as well as working with class teachers and SENCos to support the emotional wellbeing of your child.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Recent trainings include Quality First Teaching, ADHD strategies, Dyslexia, Practical Strategies to support Neurodiverse children in the Classroom, Supporting Children with Anxiety.

Teaching assistants (TAs)

We have a team of TAs and LSAs, as well Higher Level TAs and Interventionists, who deliver a range of interventions, including Precision Teaching (Maths: Plus 1 and Power of Two, Spelling: SNIP Spelling); 5 Minute Box for Maths, Inference sessions, Colourful Semantics, RWI Groups and Tutoring, 5 minute box (maths). Emotional Interventions include Lego Therapy, Zones of Regulation and Drawing and Talking.



		<p>External agencies and experts</p> <p>Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:</p> <ul style="list-style-type: none">- Legadel, who provide Occupational Therapist and Speech and Language therapists;- Therapists, including Art and Play Therapists;- Educational psychologists;- Inclusion Advisory Team;- Barnet Integrated Therapies, who oversee Occupational Therapy and Speech and Language Therapy for higher level needs;- GPs or paediatricians;- Child and Adolescent Mental Health Services (CAMHS)- School Nurses;- Advisory Teachers (including visual impairment, hearing impaired, Autism Team)
3	What should I do if I think that my child has SEN?	<p>If you have concerns about your child's progress, you should speak to your child's class teachers initially. They can be reached through the school office.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Mrs Chaya Mills. She can be reached through the school office, or via SEN@byps.org.uk</p> <p>The SENDCos will work with you and the teachers to get a better understanding of your child's strengths and difficulties. We will listen to your concerns, and together plan any additional support your child may need. If we decide that your child needs SEN support, your child will be added to the school's SEND register. We will also discuss with you any referrals to outside professionals to support your child.</p>
4	How will the school know if my child needs SEN support, and whether further funding	<p>All our class teachers are aware of SEN, use Quality First Teaching to meet the needs of the children in their class. For your child this would mean:</p> <ul style="list-style-type: none">- That the teacher has the highest possible expectations for your child and all pupils in their class.



	<p>is required to meet their needs?</p>	<p>- That all teaching is built on what your child already knows, can do and can understand. - That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn in both Kodesh and Chol lessons.</p> <p>If your child's teacher has identified that she is not making progress, either through standardised assessments or teacher assessment, or through her Pupil Progress meetings, she will share her concerns with you, and talk to the SENCo. The SENCo will observe your child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, and if relevant, carry out further assessments. The school will set up a meeting to discuss this with you in more detail. They may also, where appropriate, ask the opinion of external experts, such as a speech and language therapist, an educational psychologist, or a paediatrician.</p> <p>Based on all of this information, the SENCo will decide whether your child needs SEN support. The SENCo will work with you to create a SEN support plan for your child.</p> <p>Education, Health and Care Plans:</p> <p>If your child has specific barriers that cannot be supported through Quality First Teaching and intervention groups (Ordinarily Available Provision), and has been identified by professionals as requiring a higher level of support, the SENCo will request an Educational, Health and Care Needs assessment. This involves obtaining evidence that professional advice has been part of the monitoring cycle, and submitting a request for the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. If the Local Authority agree to assess, the EHC plan will outline the number of hours of individual/small group support your child will receive from the local authority and how the support should be used as well as what strategies must be put in place. It will also have long- and short-term outcomes for your child.</p>
<p>5</p>	<p>How will the school measure my child's progress and evaluate the effectiveness of her provision?</p>	<p>Your child's progress will be continually monitored by her class teachers set against class and personal targets. Her progress will be reviewed formally every term in reading, writing and numeracy as part of a our school's assessment cycle.</p> <p>Where necessary, children will have an IEP based on key Kodesh and Chol targets set by teachers and other involved professional or outside agencies. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.</p> <p>Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through</p>



		<p>SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.</p> <p>Where there is concern that the provision is not achieving the desired outcomes, the school will seek expert advice from professionals including the Inclusion Advisory Team, Educational Psychologists, Speech and Language therapists and CAMHS.</p> <p>The progress of children with a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENDCo will also check that your child is making good progress within any individual work and in any group that they attend.</p> <p>Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</p>
6	How will me and my child be involved in decisions about their education?	<p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. We have termly parents' evening, and an end of year report.</p> <p>The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. She is also available at the termly parents' evening.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>Personal progress targets /IEPs/ Behaviour Management Plans will be reviewed with your involvement every term.</p> <p>Homework will be adjusted as needed to your child's individual requirements.</p> <p>The level of involvement will depend on your child's age, and level of ability. Each child is unique, and we use a range of ways to seek their views. These may include pupil voice, with a trusted adult, inviting them to attend meetings, formal and informal discussions, and opportunities to draw and write about their opinions.</p>
7	How will the school make sure my child is included in activities alongside pupils who don't have SEN?	<p>All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trips, and all pupils are encouraged to take part in our sports day, school plays and special workshops.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.</p>



8	How is the school accessible and adapted for children with additional needs?	<p>We endeavour to remove any barriers to learning to enable children with SEND to fully access the school and curriculum.</p> <p>We make adaptations to ensure all children's needs are met. For example, we:</p> <ul style="list-style-type: none">• adapt teaching by giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc• adapt the organisation 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• provide calm and safe spaces within classrooms and the wider school building.• provide necessary resources such as writing slopes and wobble cushions.• exam access arrangements are sought where needed <p>Where specialist equipment is advised, the SENCO liaises closely with the appropriate specialist and parents to ensure the correct equipment or resource is bought. Adaptations for individual children with SEND are detailed in their IEP or EHCP.</p> <p>Our school environment is on three floors. The school has a ramp leading to the main school area, and a lift is available for moving from floor to floor. The school has two disabled toilets, one of which has full changing facilities.</p> <p>Please also refer to our accessibility plan for further information.</p>
9	How will the school support my child's mental health, and emotional and social development?	<p>We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and communication difficulties.</p> <p>Personal, Social, and Health education is taught in both Kodesh and Chol lessons with a focus on developing middos and promoting strong interpersonal skills in order for pupils to create positive and lasting friendships.</p> <p>For pupils who require additional input, the first port of call is our Mental Health and Wellbeing Lead, Mrs Goldmeier. She will work with the class teachers and the SENDCos to determine how we can support your</p>



		<p>child. Options available include:</p> <ul style="list-style-type: none">- timetable adaptations, such as structured breaks, and use of the sensory facilities in the calm area;- group support, such as Lego Club and Social Skills; as well as 1:1 support, including programmes such as Drawing and Talking, Zones of Regulation, Social Detective and Talkabout for Children.- Where a deeper level of input is required, an Art or Play Therapist may be available on a weekly 1:1 basis. <p>If your child still needs extra support, with your permission the SENDCo will access further support through the CAF (Common Assessment Framework) process. The school also works with professionals including Educational and Clinical Psychologists, as well as psychiatrists.</p> <p>We have a 'zero tolerance' approach to bullying. See our Anti-Bullying Policy for more details.</p>
10	What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	<p>We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is joining us from another school:</p> <ul style="list-style-type: none">- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate as well as other school staff who may be working with your child.- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.- Your child will be able to visit our school and stay for a taster session, if this is appropriate. <p>If your child is moving to another school:</p> <ul style="list-style-type: none">- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.- We will make sure that all records about your child are passed on as soon as possible.- If your child would be helped by a book/passport to support them in understanding moving on, then a personalised one will be made for them with their input. <p>When moving classes in school:</p> <ul style="list-style-type: none">- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. <p>In Year 6:</p> <ul style="list-style-type: none">- The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In most cases, a transition review meeting to which you will be asked to contribute will take place



		<p>with the SENDCO from the new school.</p> <ul style="list-style-type: none">- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
11	What support is in place for looked-after and previously looked-after children with SEN?	<p>Our SENCo, Mrs Chaya Mills, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.</p> <p>Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.</p>
12	What should I do if I have a complaint about my child's SEN support?	<p>If you have a concern about the provision for your child's SEND needs, please contact the SENDCo, Mrs Chaya Mills, on 0208 905 9590, in the first instance.</p> <p>For any further concerns please contact the Headteacher, Mrs Ellie Bialoglowski, through the school office. The SEND Governor is Mr A Cohen, and he can be contacted through the school office.</p> <p>To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.</p> <p>If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination</p> <p>For more information, see our SEND policy, or contact the SENDCo for any further questions.</p>
13	Where can further information on services available be found?	<p>We will always make every effort to direct you to the other organisations and services available to you. If we get new information we will always display this on our parent notice boards or send you leaflets with information.</p> <p>Information about our local authorities' local offer, and other services that you can access, can be found at: https://www.barnetlocaloffer.org.uk</p>



Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages