

NCJPS School Offer for Special Educational Needs and Disability (SEND)

SCHOOL DETAILS

Name of Setting	North Cheshire Jewish Primary School
Type of Setting	Voluntary-aided mainstream primary school
Specific Age Range	4-11
Number of Places	231
Which types of special educational need do you cater for?	We are an inclusive mainstream setting catering for children with a wide range of needs who are able to access the mainstream curriculum with differentiation and support.

IDENTIFICATION

How will you know if a child needs additional support?
<ul style="list-style-type: none">• Children's progress is monitored continuously by class teachers through ongoing assessment, focus groups with the class teacher and teaching assistants, marking and observation. Progress is discussed with the Headteacher on a termly basis and targets are set for the following term.• At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS).• The categories outlined in the Code of Practise considered SEND are: Cognition and Learning; Sensory and/or Physical needs; Social, Emotional and Mental Health; and Communication and Interaction.• A child of school age, or young person, has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.• If your child is identified as not making the expected amount of progress the class teacher will set up a meeting to discuss this with you in more detail. He/she will:<ul style="list-style-type: none">▪ <i>explain the areas in which your child is experiencing difficulties</i>▪ <i>listen to any concerns you may have</i>▪ <i>plan any additional support your child may receive</i>▪ <i>discuss any referrals to outside professionals to support your child's learning with you</i>

- *The class teacher will also liaise with the SENCO who may carry out observations and/or assessment as required. The views of the child will also be listened to. Referral to outside agencies, e.g. the Learning Support Service, Behaviour Support Service, Speech and Language Therapy may be recommended to parents to give further insight to your child's needs.*

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you have further concerns that your child is still not making progress you should speak to the SENCO (karen.sulman@northcheshire.stockport.sch.uk) or Headteacher (headteacher@northcheshire.stockport.sch.uk).
- If you are still not happy you can speak to the school SEND Governor (shelley.epstein@northcheshire.stockport.sch.uk).

Where can I find the school's Special Educational Needs and Disability policy?

The SEN policy can be found on the school website www.ncjps.org.uk

TEACHING, LEARNING AND SUPPORT

How will you teach and support my child with SEND?

- NCJPS is an inclusive school environment where all children are given opportunities to learn in an inclusive manner.
- All children receive quality first class teaching which is differentiated to meet their individual needs.
- Children with SEND benefit in class from small group or individual teaching, visual prompts and alternative forms of recording work e.g. use of ipads, netbooks.
- Class teachers and support staff have regular training in meeting the needs of children with SEND
- A wide range of intervention and catch-up programmes are available to support children who require support which goes beyond class based approaches e.g. Project X Code (reading/phonics intervention), Power of 2 (Maths), Motor Skills United, social skills groups and nurture groups.
- For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapist, Learning Support Teacher, Behaviour Support Teacher, Occupational Therapist.
- Many children with SEND have Support Plans (Educational needs) or Behaviour Plans which are written by the class teacher, under supervision of the SENCO, with advice from specialists (as required). Plans are discussed and written with parents/ carers and children. Children will have very specific targets according to their needs.
- Parents/ carers are fully involved in the planning of support for their child and have the opportunity to discuss their child's progress at regular SEND review meetings and at Parents' Evenings.

- Our team of high quality, experienced teaching assistants often deliver intervention programmes following training, under the supervision of the class teacher, SENCO and specialist teachers.
- Suggested activities to support children at home are explained to parents/carers by the class teacher/specialist teacher.
- Rigorous tracking of attainment and progress is analysed by the class teacher, Headteacher and SENCO to evaluate effectiveness of intervention programmes.
- Regular multi-agency meetings are held to discuss progress of pupils with complex SEND (at least annually)

How will the curriculum and learning environment be tailored to my child's needs?

All children have access to Quality First Teaching – excellent targeted classroom teaching from their class teacher. This involves:

- Teachers having the highest possible expectations for all pupils in their class
- Teachers being aware of children's areas of strength and weaknesses, and catering for this through planning of appropriate activities and providing suitable resources to support children, e.g. personalised charts, visual aids, practical mathematical equipment, writing slopes, wedge cushions
- Basing teaching on what your child already knows, can do and understands
- using different methods of teaching to ensure your child is fully involved in learning in class. This multi-sensory approach involves use of a wide variety of kinaesthetic, visual and auditory activities to support children's learning
- Independent, group, partner and whole class teaching and learning
- Ensuring specific strategies (which may be recommended by the SENCO or outside staff) are in place to support your child's learning, if required
- Careful assessment of progress against individual targets

For children who require a more specialist approach to learning, teachers are encouraged to discuss approaches to differentiation with specialist staff, for example the SENCO or the Learning Support Teacher.

Needs that are considered to be emerging (Monitored) will be supported by:

Specific group work within a smaller group of children.

This group may be:

- Run in the classroom or outside.
- Led by a teacher or a teaching assistant who has had training to run these groups.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Needs that are considered to be increasing (Increased Support) will be supported by:

Specialist groups or individual support run by outside agencies e.g. the Learning Support Service, Behaviour Support Service, etc.

This means they have been identified by the class teacher and SENCO as requiring some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Inclusion Team or Sensory Support Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO as needing more specialist input in addition to quality first teaching and intervention groups.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. our Behaviour Support teacher, Speech and Language Therapist or Educational Psychologist. This will help you and school staff gain a greater understanding of your child's needs and to further develop support the school can offer.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some additional adult support or suggesting different strategies to try to support teaching
 - Support setting new targets which will include their specific expertise
 - A small group run by school staff under the guidance of the outside professional e.g. a social skills group , Speech and Language programme
 - Group or individual work with outside professional
- If your child is offered some additional individual support in school his/her class teacher will explain how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Needs that are considered to be significant and complex (children with an Education and Health Care Plan) will be supported by:

Specified Individual support – This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher, SENCO and outside professionals as needing a particularly high level of individual support or small group teaching, which cannot be provided solely from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Learning Support Service or Behaviour Support Service
- Local Authority central services such as the Inclusion Service or Sensory Support Service (for students with a hearing or visual need)

The process:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which outlines the child's specific additional needs and sets out the amount of support that will be provided.
- After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs, seem complex enough to trigger a statutory assessment. If so, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this they will ask the school to continue with the support at 'Increasing Needs' level.
- After the reports have been sent in, the Local Authority will decide if your child's needs are 'significant, complex and lifelong' and that they require a high level of additional support in school to make good progress. If this is the case they will write an EHCP. If not, they will ask the school to continue with the support at 'Increasing Needs' level and also set up a meeting in school to ensure a plan is in place to help your child to reach his/her potential.
- The EHCP will outline areas of difficulty your child is experiencing and will detail the additional budget allocated to school from the Local Authority to help meet these needs. It will also have long and short term goals for your child.
- Any additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How are the school's resources allocated and matched to children's needs?

- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCO discuss SEND in the school, including:
 - children getting extra support already

- children in need of extra support
- children who have been identified as not making as much progress as would be expected

It is then decided what resources/training and support is needed.

- A proportion of the SEND budget is used towards class based provision to provide quality first teaching as the first wave of provision to meet all learners' needs, e.g. resources in classrooms such as teaching assistants, additional computers/ iPads, writing slopes, wedge cushions
- Funding is matched to need
- Budget is allocated to support children with SEND who require personalised interventions e.g. teaching assistants to deliver specific programmes, individual resources, outside agency support
- Funding is reviewed regularly by SENCO, Headteacher and governors and monitored to ensure that resources are allocated appropriately and cost efficiently.

How is the decision made about what type and how much support my child will receive?

- Following initial identification of a child's additional needs, a discussion takes place between class teacher and parents/carers. The school SENCO may attend this meeting, depending on the extent and complexity of the difficulties experienced by the child.
- Targets and recommended support to meet the child's needs are discussed and a plan of action is agreed. School staff are usually best placed to advise on the nature of support/provision required, although in some cases we seek the advice of outside agencies.
- Parents/ carers are fully involved in decisions about additional support and provision.
- The Stockport Parent Partnership Service is available to offer further support and guidance to parents.
- Support/provision is reviewed termly. Parents/ carers and professionals involved in the child's learning will be invited to review meetings. Progress towards targets and next steps are shared and impact of extra support/intervention is evaluated.

How will equipment and facilities to support children with SEND be secured?

- A range of equipment and facilities to support pupils with SEND are available at NCJPS. The school SENCO makes informed decisions about the allocation of these resources based on needs of pupils.
- Additional resources are obtained as required.
- Where more specialist, personalised equipment is required (e.g. large print books, audio equipment) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options.
- Parents/ carers will be involved wherever possible in these discussions and where appropriate resources can be used at home.

How will you and I know how my child is doing and how will you help me to support their learning?

- Progress of all children is monitored daily by class teachers, therefore they are best placed to identify any difficulties or additional needs which may arise.
- Where appropriate, regular daily or weekly contact with parents/carers takes place where pupils experience significant additional needs. This may be through informal conversations or occasionally in home-school books.
- Formal assessment takes place termly through a range of assessments. This is shared with the Head teacher (and SENCO where pupils are experiencing SEND).
- Information about pupil progress is shared with parents at parent-teacher meetings (held during autumn and spring terms) and via school reports (completed during spring and summer terms).
- Class teachers are available for brief informal discussions at the end of each school day (and before school when pre-arranged).
- Pupils with Education, Health and Care Plans will also have an annual review each year.
- Parents are welcome to seek additional appointments to discuss their child's progress if more in-depth discussion is required.

How does the school consult with, and involve, children with SEND in planning and reviewing their education?

- Class teachers hold discussions with pupils with SEND, involving them with target setting. Some pupils attend part of their review meetings giving their views about progress and future learning targets. This is also a useful time for children to celebrate their achievements with parents e.g. by showing examples of work.
- Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who records their views.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?

- Progress of pupils with SEND is monitored by the SENCO and Headteacher.
- The effectiveness of provision for pupils with SEND is regularly monitored by class teachers and the SENCO.
- The school's SENCO meets termly with SENCO's from local schools which enables sharing of effective interventions and strategies for use with pupils with SEND.
- The SENCO speaks with children in school to gain their views on support received.
- The individual opinions of pupils, parents/ carers and staff, including teaching assistants, regarding the effectiveness of support are sought annually to inform decisions about future provision.

KEEPING STUDENTS SAFE AND SUPPORTING THEIR WELL-BEING

How do you ensure that my child stays safe outside of the classroom?

- Pupil safety is of high priority at NCJPS.
- Where risks are identified measures are taken to limit these, for example supervising a child more closely e.g. at break times, lunchtimes and during other activities e.g. outdoor games sessions and on school trips.
- For some pupils a risk assessment is undertaken and personalised procedures are in place which are shared with parents/carers and school staff. These are reviewed regularly by the class teacher, SENCO and Behaviour Support Service teacher.

How will the school manage my child's medicine or personal care needs?

- Some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication.
- Wherever possible medication is not given in school or parents/ carers come into school to give it to their child.
- All staff have annual medical needs training in key medical conditions e.g. asthma, diabetes. This is tailored to meet the needs of specific children.
- In case of medical emergency all staff have been instructed to call 999.
- Children who require rescue medication e.g. Epi-pen, Insulin, are given this as required by trained staff, following signed parental consent.
- Medication is kept securely and is administered by trained members of staff.
- We work closely with our school nurse and other health professionals who advise and contribute to individual plans.
- Parents/ carers are encouraged to provide up-to-date information regarding their child's medical needs and are involved in writing plans.

What support is available to assist with my child's emotional and social development?

- Personal, Social and Emotional well-being is taught both through regular sessions with the class teacher, within Jewish Studies lessons and through other cross-curricular links e.g. literacy, computing, science.
- All staff offer support for children who require extra help to manage their emotions and relationships on a day-to-day basis.
- Additional teaching assistant support may be allocated for pupils with SEND related to emotional and social development, e.g. to provide short term social skills groups.
- The Stockport Behaviour Support Service teacher visits school for one afternoon weekly. She works with identified children with SEND on a group or individual basis to address needs related to social and emotional development. Any support of this nature is agreed with parents/carers before commencing.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- All members of staff follow our behaviour policy to ensure a consistent approach to behaviour management.
- Where pupils struggle to follow this policy or require additional support with behaviour, a range of measures are used to support them, e.g. alternative arrangements at key “trigger points” during the day, “time out” arrangement enabling pupils to find a designated safe space at times of stress. Class teachers/SENCO liaise closely with our Behaviour Support teacher under these circumstances.
- Parents/ carers are contacted and invited into school to discuss behaviour concerns.
- Our focus is on proactively avoiding undesirable behaviours, deescalating incidents, and supporting pupils to understand and change their own behaviours.
- Where appropriate, additional individual or group support is given by a teacher from the Stockport Behaviour Support Service to support children e.g. in developing strategies for coping with emotions.
- We work flexibly with parents in response to pupil behaviour, and aim to find positive strategies to move forward.
- It is very rare that we would consider exclusion for any pupil. Procedures for this are outlined within the Behaviour Policy.
- Attendance is monitored by the Headteacher, our attendance governor and the local authority. We work closely with parents/ carers whose child’s attendance is a cause for concern.

WORKING TOGETHER AND ROLES

What is the role of my child’s class teacher with regards to SEND?

Responsible for:

- Monitoring and assessing the progress of your child and identifying, planning and delivering any additional help your child may need e.g. targeted work, additional support.
- Liaising with the SENCO, as necessary, regarding the progress and additional needs of pupils with SEND.
- Writing Support Plans/Behaviour Plans for pupils with SEND, sharing and reviewing these with parents and children termly.
- Ensuring that all staff working with children with SEND are supported in delivering any planned work/programme for your child to enable them to achieve their potential. This may involve the use of teaching assistants, outside specialist help and specially planned work and resources.
- Ensuring that the school’s SEND policy is followed in their classroom.
- Being the first port of call for pupils and parents/ carers.

How does the school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Our SENCO shares information about a child's SEND or EHC plan with teachers.
- Class teachers share key information with relevant teachers, teaching assistants and the SENCO.
- Class teachers ensure Jewish Studies and Ivrit teachers are kept up to date with any changes to pupil's individual needs.
- Our SENCO has meetings with, and offers training to, teaching assistants as appropriate.
- All teachers working with pupils with SEND have access to documents detailing each pupil's individual needs and additional support requirements.

What expertise is available in the school in relation to SEND?

- All school staff have good awareness of SEND through regular staff meetings and training eg. ADHD, Dyslexia, Autism.
- Our SENCO has a MA in Inclusive Education and SEN in addition to having completed the National SENCO Award.
- Members of staff are trained and accredited in: Team Teach.
- Mrs Levy, our specialist teacher of pupils with specific learning difficulties is in school on a weekly basis and offers advice and training to staff and parents as required.
- We regularly provide opportunities for staff to share their expertise with others.

What is the role of the SEN Coordinator (SENCO)?

SENCO: Miss K Sulman (contact via the school office on 0161 282 4500 or email karen.sulman@northcheshire.stockport.sch.uk)

Qualifications: MA Inclusive Education and SEN; National Award in Special Educational Needs Coordination (PGCert)

Responsible for:

- Coordinating all support for children with SEND and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing

- Liaising with others who may come into school to help support your child's learning e.g. Behaviour Support Service, Speech and Language Therapist, Educational Psychologist, Learning Support Service.
- Updating the school's SEND register and making sure that there are comprehensive records of your child's progress and needs.
- Providing specialist support/advice for teachers and support staff in the school so they can help children with SEND in the school achieve their potential.

What role does the Headteacher have in relation to SEND?

Headteacher: Mr M Woolf

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENCO and class teachers although is still responsible for ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

What roles do have your governors have? And what does the SEN governor do?

- The school governors have responsibility for ensuring quality of provision across the school.
- There is a designated governor for SEND who meets regularly with the Headteacher to ensure pupils with SEND are making good progress.

How will my child be supported to have a voice in the school?

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are a part of any plans made about their education.
- All children with SEND are involved in writing their Support Plan/Behaviour Plan targets.
- Children contribute their views to their SEND reviews.
- The school council is made up of pupils who meet regularly to share the views of their peers. Each class has a School Council representative.
- The SENCO speaks with pupils throughout the year including those with SEND regarding their views on school and support available.

INCLUSION AND ACCESSABILITY

How will my child be included in activities outside the classroom, including trips?

- As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc.
- We work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend e.g. additional staffing for trips.
- We have a range of after school clubs and activities, all of which are available to every pupil regardless of need.

How accessible is the setting/school/college environment?

- The building is wheelchair accessible
- Disabled toilet facilities are available
- There is parking available on site for pick-up and drop-off
- Provision is reviewed and developed according to need

TRANSITION

Who should I contact about my child joining your school?

We follow Stockport Council's admission policy

For further details contact the school office who will be happy to help on 0161 282 4500

For information about entry please contact Stockport Council School Admissions

<http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/applyingforaplace/>

How can I arrange a visit to the school?

Parents/carers are welcome to arrange a visit to North Cheshire Jewish Primary. Please call the school office on 0161 282 4500.

How do you support children moving up to a new class?

- Teacher meetings are held during summer term to discuss the individual progress and needs of each pupil before transition to new classes.
- All information regarding pupils with SEND is passed on to the next teacher.

Transition to new settings

- For pupils with Statements/EHC Plans a transition review is held during Year 5. This may include the SENCO from the new setting (depending on the complexity of a child's needs).
- An individualised plan for transition is agreed for each pupil. This may include additional visits to the new setting, possibly with a familiar teaching assistant.
- We have good links with the high schools and work closely with the staff from those settings.

ADDITIONAL INFORMATION

What other support services are there who might help me and my family?

- Stockport Parent Partnership Service can be accessed here: <http://www.pipstockport.org/>
- The school's SENCO can provide details of further information for families.

When was the above information updated, and when will it be reviewed?

Published January 2016

To be reviewed January 2017

Where can I find the Stockport Local Offer?

The Stockport Local Offer can be found at www.stockport.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening?

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance with the class teacher. If parents need further advice, the SENCO and/or Headteacher will meet by appointment. If, however, parents are still concerned, the Governor responsible for SEN may be contacted. Further advice can be gained from the Stockport Parent Partnership Service.