

NCJPS Special Educational Needs and Disability (SEND) Information Report

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	200
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. Children also complete assessments in Reading and Maths each term. Progress is shared with the Headteacher, SENDCo and Senior Leadership Team 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 Practice 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 SENDCo 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 Inclusion Service, Speech and Language Therapy, Occupational 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 SENDCO (sendco@northcheshire.stockport.sch.uk) or Headteacher (headteacher@northcheshire.stockport.sch.uk).
- If you are still not happy you can speak to one of our school SEND Governors: TBC

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

The SEN policy can be found on the school website

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 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 where appropriate e.g. use of ipads, Chromebooks or scribes.
- Class teachers and support staff have regular training in meeting the needs of children with SEND. This is reviewed regularly.
- We follow a 'graduated response' to meeting SEND needs.
- 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, Occupational Therapists, Educational Psychologist and the Inclusion Team which consist of an overarching leader of Inclusion for the footprint, Cognition and Learning teacher and Social, Emotional and Mental Health teacher.
- Many children with SEND have personalised Support Plans (Passports) which are written by the class teacher, under supervision of the SENDCo, 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.

- Some children will only have One Page Profiles and these document certain strategies or hold certain information for the children that may be pertinent for staff to know.
- All staff are expected to read and become familiar with Support Plans and One Page Profiles, especially when they are working with the child or group/ class of children.
- Parents/ carers are fully involved in the planning of support for their child and have the opportunity to discuss their child's progress at termly SEND review meetings and at Parents' Evenings.
- Our team of skilled and experienced teaching assistants often deliver intervention programmes following training, under the supervision of the class teacher, SENDCo 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 SENDCo to evaluate effectiveness of intervention programmes.
- Regular multi-agency meetings are held to discuss progress of pupils with Education and Health Care Plans (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 having termly meetings with the SENDCo to discuss the needs of the children in class and SEND plans and EHCP's.
- 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 SENDCo or outside professionals) 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 SENDCo or the Learning Support Teacher.

Needs that are considered to be emerging (SEND Support - monitoring) will be supported by:

Adapted classwork within a smaller group of children or a specialist group/individual intervention run by school staff.

Groups 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. A child may have a One Page Profile created in this instance.

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

Specialist groups or individual support run by outside agencies.

The child may have been identified by the class teacher and SENDCo 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, the Inclusion Service.

For your child this would mean:

- They have been identified by the class teacher/SENDCo 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 Inclusion Service, 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 - EHCP) will be supported by:

Specified Individual and group 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, SENDCo 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, Inclusion Service
- Local Authority central services such as 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.
- 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 'SEND Support' level and may set up a meeting in school to ensure a plan is in place to help your child to reach his/her potential.
- An 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 SENDCo 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 SENDCo, 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 SENDCo 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.
- 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 SENDCo 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 SENDCo 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 in person or via email/telephone.
- Formal assessment takes place termly through a range of assessments. This is shared with the Head teacher, SENDCo and Senior Leadership Team. Information about pupil progress is shared with parents at parent-teacher meetings (held during autumn and spring terms) and via written school reports.
- If a child has a Support Plan they will be reviewed once per term, usually towards the end of the term.
- 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 in age appropriate ways. 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 they are proud of.
- 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 to be shared at the meeting.

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 class teachers, the SENDCO, SLT and Headteacher.
- The effectiveness of provision for pupils with SEND is regularly monitored by class teachers and the SENDCo.
- The school's SENDCO communicates termly with SENDCos from local schools through half termly SENDCo forums 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.

- The Headteacher and SENDCo will meet termly with the Inclusion and with their support will map out a provision map to support children where needed with specialist knowledge.

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, SENDCo and Inclusion Service.

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. Where it is a requirement, we ensure allocated staff have the correct training and a care plan will be in place where appropriate.
- All staff have annual medical needs training in key medical conditions e.g. asthma, diabetes. Additional training, tailored to meet the needs of specific children is also organised as required.
- 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 asked to provide up-to-date information regarding their child's medical needs and are involved in writing plans.
- The majority of staff have an updated First Aid Qualification - list held at the school office.
- The School has a defibrillator.

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

- School staff promote our school RESPECT values (Resilience, Empathy, Self-Awareness, Excellence, Communication, Teamwork) on a daily basis around school, in lessons and in assemblies.
- The School has a new blue print 'A school build on kindness' which underpins our school values. This is evidenced throughout the school.
- PSHE 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. Children experiencing difficulties may be allocated a key person/s who they may go to if needed for support during the school day.
- 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 School have a newly trained ELSA Teaching Assistant who has a designated pastoral day to work with children.
- The Social and Emotional, Mental Health (SEMH) teacher (part of the Inclusion Service) visits school for one morning or afternoon every two weeks. As well as carrying out observations and offering specialist advice to teachers, 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/SENDCo liaise closely with the Inclusion team (SEMH) 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 Inclusion Service to support children e.g. in developing strategies for emotional regulation.
- 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. In exceptional circumstances, exclusion is sometimes necessary to enable the school to organise and put into place a higher level of support prior to a pupil's return to school. 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 SENDCo, as necessary, regarding the progress and additional needs of pupils with SEND.
- Writing SEND Support 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 SENDCo shares information about a child's SEND or EHC plan with teachers.
- Class teachers share key information with relevant teachers, teaching assistants and the SENDCo.
- Class teachers ensure Jewish Studies and Ivrit teachers, TA's and sports coaches are kept up to date with any changes to pupil's individual needs.
- Our SENDCo has meetings with, and organises training for teachers and 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. Dyslexia, Autism. Many staff have extensive experience which enables them to provide excellent, high-quality support for pupils.
- Our SENDCo has completed the National SENDCo Award and undertakes the Specific Learning Difficulties (SpLD) programme (Dyslexia) and University.
- Members of staff are trained and accredited in: Team Teach and Restorative Approaches.
- We have a T.A trained in delivering the ELSA programme and now has a full day for pastoral support.
- We regularly provide opportunities for staff to share their expertise with others.
- School have access to a range of professionals throughout Stockport and hold 'Team Around the School' meetings (TAS). These meetings are used to discuss, plan and support families.

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

SENDCO: Mrs K Shepherd (*contact via the school office on 0161 282 4500 or email sendco@northcheshire.stockport.sch.uk*)

Qualifications: 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 having their needs met in school.
- Ensuring that you are:
 - involved in planning your child's provision
 - 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. Inclusion Service, Speech and Language Therapist, Educational Psychologist.
- 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 (headteacher@northcheshire.stockport.sch.uk)

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 SENDCo 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/s for SEND who meets regularly with the Headteacher and/or SENDCo 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.
- Support Plan targets are shared with children
- Children have the opportunity contribute their views to their SEND reviews (in an age appropriate manner)
- 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 SENDCo, class teachers and TAs speak 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?
<ul style="list-style-type: none">• As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as extra-curricular activities and school trips.• 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 inclusive extra-curricular activities
How accessible is the setting/school/college environment?
<ul style="list-style-type: none">• 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?
<p>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/</p>
How can I arrange a visit to the school?
<p>Parents/carers are welcome to arrange a visit to North Cheshire Jewish Primary. Please call the school office on 0161 282 4500.</p>
How do you support children moving up to a new class?
<ul style="list-style-type: none">• 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. <p>Transition to new settings</p> <ul style="list-style-type: none">• For pupils with EHC Plans a transition review is held during Year 5. This may include the SENDCo 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?

- The school's SENDCo can provide details of further information for families.

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

Updated September 23

To update September 24

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?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENDCo.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

The class teacher

The SENDCo (details below)

The Headteacher – using the main school number

The SEND Governor (a letter can be submitted through school office)

The SEND Governor will then refer to the complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint, you may want to contact Stockport SENDIAS Parent Carer Support Service, an independent organisation that provides a disagreement resolution service.

Stockport SENDIASS – <https://www.togethertrust.org.uk/SENDIASS>

You can contact them on 0161 240 6168, or by email at stockportsendiass@togethertrust.org.uk

As a matter of last resort, parents can also make a formal complaint to Ofsted: guidance for parents can be found here [Complaints Procedure \(Ofsted\)](#)

Further information on local support for families of pupils with SEND can be found in the Local Offer.

[Stockport Local Offer Primary \(5-11\)](#)

Our Special Educational Needs Coordinator (SENDCo) is Mrs K Shepherd

Telephone: 0161 282 4500

Email: senco@northcheshire.stockport.sch.uk

You can request a meeting with the SENDCo by email or phone.