

# Torah Temimah Primary School

## Special Educational Needs

### Information Report

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**Review by:** Mr M Coleman Head teacher

**Signed by**



Head teacher

DATE: 5/90/22



Chair of Governors

DATE: 5/9/22

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## **1. WHAT TYPE OF SCHOOL IS TORAH TEMIMAH PRIMARY SCHOOL?**

TTPS is an Orthodox Jewish maintained Voluntary Aided Primary School, for boys aged 3 to 11. We serve the Jewish Communities of North West London and beyond.

We believe that all children have a right to a school experience which allows them to reach their full potential and achieve success in life.

This means they have access to a broad and balanced curriculum and high quality first teaching.

Children may have a Special Educational Need throughout their schooling, or at any time during their school years.

These children may need some special provision within the curriculum to meet their individual needs, to help them overcome potential barriers to their learning.

TTPS ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The TTPS SEND policy outlines the framework that the school uses. This meets its duties and obligations to provide a high quality education to all of its children, including children with special educational needs and / or disabilities.

The school, working closely with the family, may decide that a child needs some extra help. Then a cycle of assessment, planning, action and review is used, to work towards meeting that child's needs. We call this the Graduated Approach.

## **2. WHAT TYPE OF SPECIAL EDUCATIONAL NEED OR DIABILITY (SEND) IS PROVIDED FOR AT TTPS?**

We are an inclusive school providing for the following areas of SEND:

### **Communication and Interaction**

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Conditions (ASC)

### **Cognition and Learning**

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Specific Learning Difficulties including Dyslexia, Dyscalculia and Dyspraxia

### **Social, Emotional and Mental Health Difficulties (SEMH)**

- Behaviour caused by underlying issues, such as depression, eating disorders
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

- Attachment difficulties

**Sensory and /or Physical Needs**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability

**3. OUR APPROACH TO TEACHING CHILDREN WITH SEND AT TTPS**

Adapting the curriculum is the process by which differences between children are accommodated so that all children have the best possible chance of learning

At TTPS we make sure that our plans and delivery methods not only meet the needs of all learners, but build on high expectations for everyone.

We use 9 key elements to foster high quality inclusive teaching for all the pupils

*(Ref: N. Packer June 2019)*

High expectations of everyone	Quality Feedback for work	Developing relationships and knowing pupils well
Scaffolding Learning	Developing independence, confidence and resilience	Engagement through hands on approaches
Curriculum appropriate to the age and ability if the child.	Questioning and modelling for challenge	An Inclusive learning environment

All children have access to:

- Quality First Teaching
- Targeted Interventions in class
- Withdrawal – small group and 1:1
- Personalised targets
- Resources
- Marking and feedback
- Teachers and Rebbe's take a lead in educating the children in their class, including those who may have SEND. This includes planning and monitoring the work of T.A.s within the classroom.

Teachers and Rebbe's plan together and adapt the curriculum where necessary. This is the process by which differences between children are accommodated so that all children have the best possible chance of learning.

Adaptation can be through:

- Task – differentiated to meet the Learning Objective with smaller steps
- Resources – photos, pictures, word banks, 3D equipment
- Grouping – matching similar learners together and mixed ability groups
- Support – using additional adults
- Outcome – expectation of work completed is different
- Pace – adapted to meet the needs of the child
- Dialogue – varied language /vocabulary used
  - Input – in a small group
  - Scaffolding

**Scaffolding:** This involves an adult working with the child directly. When an adult is scaffolding learning for a child, the adult works out the child's level of understanding and offers specific prompts and clues to the child, gradually withdrawing help, as the child's understanding grows.

Teachers, Rebbe's and T.A.s are trained in the best approaches to support all boys in the class, with regard to the Key Areas of SEND. This is part of planned training events in the school. Some training is given by outside trainers, for example, Speech and Language Therapists, the Hearing Impaired Service or Autism Specialists.

In addition, staff receive bespoke training, in order to support the needs of individuals.

Resources are made available, for example visual supports- timetables, Now/ Next Boards; checklists; sand timers; writing frames and word banks; specialised pencils and pens.

Teachers adapt their teaching approaches to accommodate children with SEND. For example, adapting the teaching language they use; adapting questioning; supporting speech with gestures and pictures.

Pupils have access to school computers to support learning.

#### **4. HOW DO WE DECIDE IF A CHILD MAY HAVE A SPECIAL EDUCATIONAL NEED?**

A child has a learning difficulty or disability if he has

A **significantly greater difficulty in learning** than the majority of others of the same age

Or  
a **disability which prevents or hinders** him from making use of the facilities generally provided for others of the same age. (*The Children and Families Act 2014*)

The boys at TTPS are identified as having Special Educational Needs through a variety of different routes:

- He is working below age related expectations
  - Concerns have been raised by parent/carer
  - Concerns have been raised by the Rebbe or Class teacher
  - At a Pupil Progress meetings, involving Rebbe's, class teachers and members of the Senior Leadership Team.
  - Observation in the classroom by the Inclusion Manager;
- Assessment in school (screens or standardised assessment tools)  
Assessment by External Professionals, such as an Educational Psychologist or Health Professional

When a teacher has a concern about a child, we use the Graduated Approach.

**Stage 1:** Classroom Monitoring and Meeting with Parent/Carer.

**Stage 2:** School Support - Initial Concern. Extra Provision & Strategies. Followed by a termly review.

**Stage 3:** School SEN Support - Individual Learning Support Plan. Followed by a termly review.

**Stage 4:** Referral for further Assessment

**Stage 5:** Application for EHCP – Education Health Care Plan

Most boys will succeed well in school, at Stage 1. Some boys will proceed to Stage 3 and do well. Very few boys, except those with exceptional or complex needs may move to Stage 5.

## **5. HOW WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEN**

- Torah Temimah School building is accessible to wheelchairs on the ground floor.
- Toilets are accessible on the ground floor.
- ICT equipment and practical equipment are available to support children's learning
- For additional equipment funding is secured from the school's SEN budget or from bids for external funding
- For specialist equipment, the Inclusion Manager liaises closely with the child's family and the appropriate external agency to ensure the correct equipment/resource is bought

## **6. HOW WE CONSULT WITH AND INVOLVE PARENTS/CARERS OF CHILDREN WITH SEND IN THE EDUCATION OF THEIR CHILD**

Parents are consulted by the class Rebbe or teacher, as early as possible, if there is a concern about their child's learning. They will begin the process of shared discussion and

problem solving, taking into account any factors brought by the parents/ carers and ideas shared to use at home and at school.

Communication is regular and informal, through email, phone calls; pick up and drop off times; through home school link books and letters.

Any planned meetings need to be by appointment.

### **Regular formal meetings:**

Parents Evenings takes place termly. The teacher will discuss the boy's progress with parents and share strategies that have been successful. The Inclusion Manager may be present at these meetings.

**Learning Plan Meetings**, for those children with SEND, are held termly or sooner, depending on the needs of the child. These are attended by parent/carer, Rebbe, class teacher and the Inclusion Manager and when possible, others working with the child.

Outside Professionals (such as Educational Psychologists, Occupational Therapists, Autism Team (BOAT) hold feedback meetings, consultations and reviews in school. These may form part of the Learning Plan Review.

EHC Plan Reviews take place Annually, for those boys who have an Education Health and Care Plan

## **7. HOW WE CONSULT WITH AND INVOLVE CHILDREN WITH SEN IN THEIR EDUCATION**

At TTPS we value the rights of all pupils to have a view and to be able to express it.

All Pupils' opinions are sought, including those with a SEND, in a number of ways. This includes sharing their opinions on a range of school matters, including the evaluation of the impact of provision. Here are some of the ways SEND children are involved.

- The School Council.
- Continuous Assessment throughout lessons - pupils and teaching staff have dialogue with the pupils to check their understanding and their confidence and work with them to establish the next steps.
- Children with an EHC Plan complete a 'My views to be included in the Annual Review' with a trusted adult. They may attend part of the Annual Review Meeting when appropriate and share their successes.
- Pupils who have Learning Plan Reviews share how they feel they are doing regarding their Outcomes, with a trusted adult. Where appropriate, they can attend part of the meeting.
- Children are given opportunities to share express their feelings and reflect on their thoughts regarding school experience, through class discussions, Circle Times and structured small group activities.

- The school uses a variety of approaches to positive behaviour management, which encourage taking personal responsibility and developing empathy. The Zones of Regulation is used across the school to this end.

## **8. HOW WE ASSESS AND REVIEW CHILDREN'S PROGRESS TOWARDS OUTCOMES**

- The Inclusion Manager attends the Pupil Progress meetings with the Senior Leader Team, Rebbe and class teacher
- Individual, personalised targets are set for the children with special needs. These are Specific, Measureable, Achievable, Relevant, Time limited (SMART) targets.
- Targets are shared and refined with parent/carer during the Learning Support Plan termly meeting.
- Targets are shared with the child to help them understand what they need to be working towards.
- Specific suggested activities are shared with the parent/carer in addition to year group home learning tasks to help the child make progress towards his/her targets.
- Targets are reviewed termly and next steps set.

## **9. HOW WE EVALUATE THE EFFECTIVENESS OF PROVISION FOR CHILDREN WITH SEN**

We measure impact by:

- Regular and robust classroom observations, with follow up coaching for teachers, by Senior Leaders.
- Formal assessments, such as SATS at the end of the Key Stage; standardised tests per term; Teacher Assessments
- Pupil Progress Meetings
- Parent Teacher meetings.
- Meetings between the Inclusion Manager and class staff teams to discuss SEND pupils and plan for them (using the APDR cycle).
- Moderation of progress by internal and outside professionals, such as Brent L.A.
- Regular discussions with T.A.s to evaluate and plan for SEND children.
- Team discussions of work in books (Book Looks)
- Regularly evaluated interventions
- Regular discussions between staff, parent/carer and children
- The Inclusion Manager meets termly with the SEN Governor or Chair of Education Committee.
- Learning Plans
- Annual Reviews for pupils with an EHCP.
- Behaviour and attendance records.
- Early Identification of SEND; early interventions; minimising impact on class time;
- Interventions offer a 'little and often approach (such as Precision Teaching; opportunities for pre and overlearning).



- Interventions maintain the class curriculum where possible, so boys are not 'left behind'.
- Interventions are planned and monitored by the teacher and Rebbe.

## **10. HOW WE ENABLE CHILDREN WITH SEN TO ENGAGE IN ACTIVITIES WITH THEIR CLASSMATES**

The school is fully compliant with the Disability Discrimination Act (1995) and the Equalities Act (2010). The school's Accessibility Plan (2017-2020) outlines planned adaptations to the school environment to support SEND Access and Inclusion and is reviewed Annually.

Reasonable Adjustments are made to overcome any disadvantage that a child may experience, in order to access the all aspects of school life.

Specialist equipment will be acquired; curriculum changes made; flexible teaching approaches will be applied. Equipment is funded via the NHS; the L.A., the Governor's Resources Committee, fund raising and donations.

### School Clubs:

- School clubs are open to all children
- Clubs are provided by school staff (free of charge) and external providers (a fee is charged).
- Pupil Premium Funding may be used to finance some clubs.
- Peripatetic music lessons
- A broad range of instruments are taught at school by teachers from Brent– financial assistance may be available from Brent

School trips: Sometimes a child with SEND will require a Risk Assessment, to identify any additional arrangements that need to be made.

This could be:

- Alternative transport arrangements to the venue e.g. by taxi
- 1 child to 2 adults for the duration of the trip
- Alerting the venue to the requirements of the child to ensure the child can have as good an experience as possible
- Pre-trip preparation for the child – visual timetable for the day, photos of the venue, explanation of activities
- Where an overnight stop is not feasible, on a residential trip, arrangements are made for that boy to join his peers during the day.

### Playtimes and Lunchtimes

- Structured play activities to support friendship skills, such as Circles of Friends.
- Whole class games introduced to allow Inclusion of all children.
- Adult led games and activities.

## **11. THE SUPPORT WE PROVIDE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SEN**

Torah Temimah is an inclusive school and believes that a good self-esteem is crucial to the well-being and enjoyment of all children.

This is reflected in the school's ethos and the school is highly regarded as a place where welfare, happiness and emotional well-being are well catered for.

The school uses trained Emotional Literacy Teaching Assistants, to deliver 1:1 sessions to targeted children.

The school employs an Art Therapist to work therapeutically with certain children.

Belonging, acceptance and support are encouraged in the classroom, through Circle Time and class discussions as well as the PHSE curriculum.

Pastoral Support Plans (PSPs) are put in place when boys require extra focus on their emotional or behavioural needs.

Attendance is monitored. Unexplained absence is followed up.

The behaviour policy and approaches used emphasise a positive approach.

The Zones of Regulation are used across the school to promote identification and the self-regulation of emotions.

Playground incidents are placed on Scholar Pack and are followed up.

Children understand the nature of bullying through activities and Circle Times, All incidents are followed up.

The Sensory Room and the play areas offer more opportunities for pupils with SEMH and sensory needs.

All children, including those with SEND are encouraged to:

- take part in all extracurricular activities
- take on roles within the school for example: School Council.
- Pastoral support is provided by all school staff to all children. If a child continues to struggle with any aspect of school life, or is exhibiting challenging behaviour, parent/carers are invited to discuss the best way to support the child.
- Older boys are encouraged to support younger boys through the Buddy system.
- Peer support activities provide opportunities for developing new relationships and social skills.
- T.A.s support the teacher and Rebbe in ensuring there is good Behaviour for Learning in classes.

## **12. STAFFING**

- School staff have access to bespoke training to develop their skills and understanding of SEND.
- School staff have regular advice and training from the Inclusion Manager, on strategies to support SEND in the class room.
- Staff receive regular coaching from Senior Leaders.
- Staff can access Drop Ins weekly to 'problem solve' issues around SEND, with the Inclusion Manager.
- T.A.s are used to support children in a range of ways, including 1:1; 2:1, small group; social skills; catch up and over learning.
- T.A.s working closely with boys, including those who have an EHCP to develop specialist skills and receive specialist training from the Inclusion Manager and outside professionals
- Training is provided in house by current staff, through courses run by LB Brent, or external companies.
- The Inclusion Manager attends termly SENCO Conferences, run by Brent and the Pajes Senco Forum.
- We have 2 T.A.s trained to deliver Speech and Language Programmes in school
- 2 Staff members are trained to deliver ELSA.
- One T.A. is qualifying as a SPLD specialist.
- We have access to Barnet Speech and Language Therapy Support, similarly, physiotherapy and occupational therapy support.

### **13. SPECIALIST EXPERTISE**

The advice and support of the following external agencies is accessed through a formal referral to their service or by the Inclusion Manager requesting advice: parents form an integral part of this process.

#### **London Borough BRENT:**

- LB Brent Educational Psychologist Service (EPS)
- LB Brent Specialist SEN Advisory Service (SENAS)
- LB Brent Inclusion Advisory Team
- LB Brent Autism Advisory Service (BOAT)
- LB Brent School Nurse
- LB Brent Deaf and Hearing Impaired Service (BDHIS)
- LB Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical and Medical)
- Specific Learning difficulty Consultant
- Speech and Language Therapy (Brent residents only).
- Physio and Occupational Therapy (Brent residents only)
- NHS Consultant Paediatric Teams
- Social Care Team
- SENDIASS Parent support for application for EHCP

#### **London Borough BARNET:**

- **Integrated Therapies:** Speech and Language, Physiotherapy, Occupational Therapy
- CAMHS
- Occupational Therapy Service to schools ( Lane Clinic)
- SENDIASS- parent support for application for EHCP

**Private/ Charitable:**

- Art Therapies for Children (cost shared between school; charity; parent)
- Legadel (cost shared between school; charity; parent KS1 only)
- Norwood Social Services and support TEAM
- Private EP and specialist teacher support.

**Other:**

- Tavistock Clinic

*Please note:* Provision is subject to change, as funding strands are adjusted. Many services require a payment. Many services as subject to waiting lists and apply their own criteria for acceptance.

#### **14. TRANSITION ARRANGEMENTS WITHIN SCHOOL AND BETWEEN PHASES OF EDUCATION**

There are clear procedures and systems in place to ensure transition runs smoothly.

##### **If your child is moving to another school or joining TTPS**

- Information will be shared between the Inclusion Manager/ SENCOs of both settings.
- The Inclusion Manager will attend a final review at the previous school, including EHCP Annual Reviews.
- TTPS Inclusion Manager and /or teachers will visit the child in his previous setting.
- The child will be able to visit TTPS as many times as necessary.
- A transition booklet or social story will be produced to ensure the child is familiar with new staff, the building, playground and activities that they can look forward to

##### **Moving to a new class in the school**

- A handover meeting takes place, where information is shared between the staff.
- The new teacher will familiarise themselves with the child's Key Documents- EHCP; Learning Plan; specialist assessment reports and recommendations.).
- SEND children will receive a transition booklet or social story where required.
- The child will have a Transition Plan which will include visits to the new classroom, usually more than the standard visit with peers.

- The pupil with SEND will meet with the new staff at a 1:1 level, so that a relationship can be formed early.
- T.A.s will share information at the handover meeting and be introduced to the child early on, where the child has an EHCP.

### **YEAR 6**

- Year 6 boys take part in a Transition Programme, which introduces them to Secondary school routines and subjects.
- Boys with SEND will have an individual transition plan and booklet, which outlines extra visits and meetings, to aid transition.
- Key staff from both schools meet for a final review, to share information.
- For boys with an EHCP, this meeting may be an Annual Review meeting

### **15. BRENT AND BARNET LOCAL OFFERS**

Local Authorities and schools are required to publish and review information about educational provision available for children and young people with SEND under the Children and Families Act 2014. This is known as the 'Local Offer'.

The Local Offer should help parents/carers and families know what they can reasonably expect from their local schools.

Click here for Brent's Local Offer: [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer)

Click here for Barnet's Local offer: <https://www.barnetlocaloffer.org.uk/>

### **16. DEALING WITH COMPLAINTS**

- If a parent/carer has a concern about their child, their first point of contact is the child's class teacher.
- If their worry has not been resolved they should then speak to one of the Leadership Team.
- For children with SEN this would be the Inclusion Manager.
- If a parent/carer has a complaint they must follow the **School's Complaints Procedure Policy** which is available on the school website.

### **17. BOYS WITH MEDICAL CONDITIONS AND THE ADMINISTRATION OF MEDICINES.**

- Policies are available on the school website. These include; First Aid; Illness; Medication; Support for Pupils with Medical Conditions
- Medicine needs to be recommended by a Health Professional.
- Those with more complex medical needs have a Personal Health Care Plan
- Staff are made aware of pupils who have medical conditions and allergies via the Medical and Allergies List.

- Pupils with life threatening conditions: all staff must be aware of these children and do so through discrete phot displays, containing key information, such as sensitivity to food types.
- The Office Manager manages the administration of medicines.
- All staff carrying out medical and first aid in school are appropriately trained.