



# Special Educational Needs and Disability Policy

The person responsible for overseeing the provision for all pupils with SEN is the Head Teacher.

The person responsible for coordinating the day to day provision for pupils with SEN is the (Special Educational Needs Coordinator – SENCo)

Last Review	July 2019	Next Review	July 2020
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## **SECTION 1: INTRODUCTION**

Mosaic Jewish Primary School is an inclusive school. We are committed to respect and value the rights of others and encourage self-belief. We promote consideration, compassion, honesty and trust whilst developing responsible and independent learners. We have high expectations of our children and are committed to each child reaching their full potential.

Mosaic Jewish Primary School's core values are

**Inspire**  
**Respect**  
**Excel**

We take safeguarding very seriously at Mosaic Jewish Primary School and all of our policies are developed with a high priority on children's safety and wellbeing and in light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by other policies.

This policy complies with the statutory requirements laid out in the SEND code of practice 2014 and has been written with reference to the following guidance documents:

- Equality Act 2010
- Children and Families Act 2014
- SEND code of practice 2014

## **SECTION 2: SEN AIMS & OBJECTIVES**

Our aims:

- To provide a broad, balanced, relevant and accessible curriculum to all pupils
- To enable all pupils to experience success in their learning regardless of their disability
- To develop the self-esteem and raise the aspirations of all pupils

Our objectives:

- To ensure all staff have access to training and advice to support quality teaching and learning for all pupils
- To identify at the earliest possible opportunity barriers to learning for pupils with SEN or additional learning needs
- To operate a person-centred approach towards the management of provision and support for pupils with SEN
- To work in partnership with parents/ carers and families of pupils with SEN
- To work within the guidance provided in the SEND code of practice 2014

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Definition of Special Educational Needs taken from the SEND code of practice 2014

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

a) Have a significantly greater difficulty in learning than the majority of others of the same age;  
or

b) Have a disability which prevents or hinders him/ her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he/ she is likely to fall within the definition (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

The SEND code of practice 2014 identifies four broad areas of special educational need:

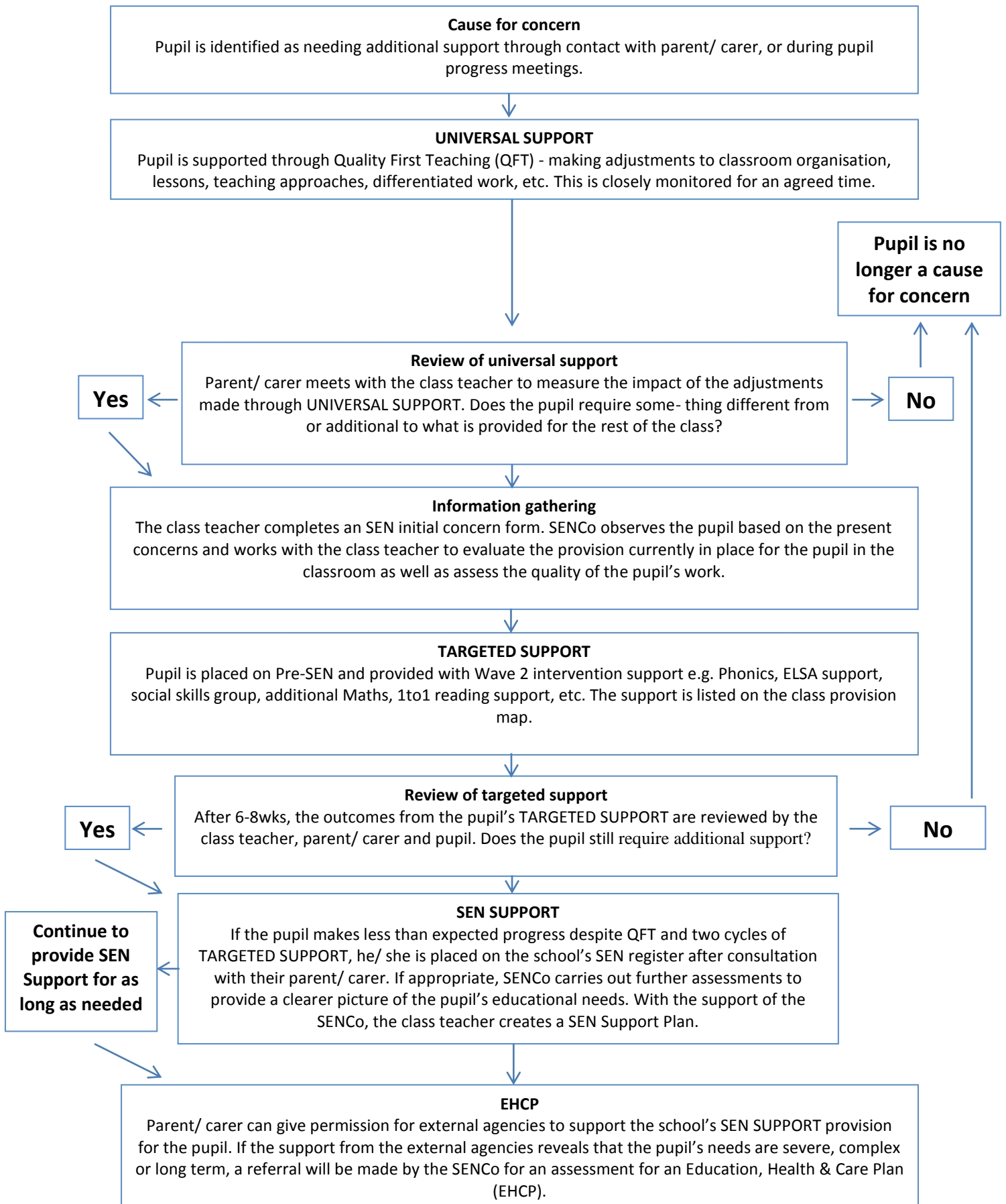
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/ or Physical needs

At Mosaic Jewish Primary School, a pupil may be identified as having SEN by one of four processes

1. If a class teacher identifies a pupil as having difficulties with their learning which they believe are related to an SEN issue they complete an initial cause for concern form at any point in the term prior to pupil progress meetings
2. Where a pupil is identified as not making progress in spite of quality first teaching, the class teacher will initiate a cause for concern process with the SENCo.
3. Parents/ carers may request that their child's needs be investigated following conversation with the class teacher and/ or SENCo.
4. Where pupils are new to the school, external agencies or the child's previous school will inform the school or SENCo about the pupil's SEN.

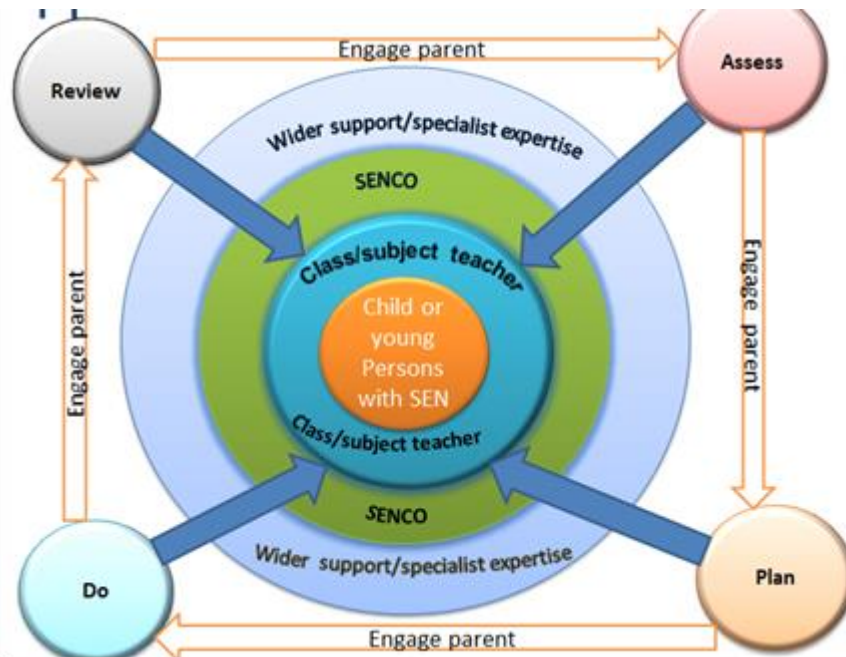
As a school we believe that early identification of need is key to removing barriers to learning for pupils.

## Special Educational Needs Identification Process



## SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

All teachers at Mosaic Jewish Primary School are teachers of pupils with SEN. All teachers are responsible and accountable for the progress and development of all the pupils in their class including where pupils access support from teaching assistants or specialist teachers. Class teachers are responsible for providing quality first teaching for all pupils. This includes providing differentiated expectations and good quality personalised experiences. This is the first step to meeting the needs of all pupils at Mosaic Jewish Primary School.



Additional intervention and support cannot compensate for a lack of inclusive quality first teaching. The SEND code of practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/ adjustments and good personalised teaching.

Where it is determined that a pupil does have SEN, parents will be formally advised and with their consent, the pupil will be placed on the school's SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place as early as possible so as to remove possible barriers to learning.

The support provided consists of a four part process/ cycle of **assess-plan-do-review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and other outcomes. Pupils exit the SEN register once it has been demonstrated that they are making consistent and significant progress in the initial area of concern.

## **SECTION 5: MANAGING THE NEEDS OF PUPILS ON THE SEN REGISTER**

Provision for pupils on the SEN register is first and foremost through quality first teaching as mentioned above. In addition to this, specific intervention programmes will be matched to pupil's needs. These interventions are carefully monitored by the SENCo to assure quality and impact while being recorded on provision maps.

Pupils placed on the SEN register will have SEN Support Plan targets/ outcomes in addition to other class based curriculum targets. These SEN targets will be agreed by pupils (if possible), parents, class teacher and SENCo. The class teacher is responsible for documenting and reviewing these targets in collaboration with parents and the SENCo.

Where necessary, the SENCo will complete appropriate referrals for SEN pupils to access further assessment of needs, secure appropriate provision and/ or additional funding.

## **SECTION 6: MONITORING AND EVALUATION OF SEN**

The SENCo and Senior Leadership Team (SLT) continually monitor provision and outcomes for pupils with SEN to ensure that all pupils with SEN experience success in their learning, achieve to the highest possible standard and are fully included in every area of school life. External monitoring is periodically requested to ensure quality provision for all pupils with SEN.

## **SECTION 7: SUPPORTING FAMILIES OF PUPILS WITH SEN**

Our school website contains a link to our SEN Information Report. This page provides parents with detailed information about how the school supports pupils with SEN. This section of the school website also contains a link to the Wandsworth Council Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their local area and how to access them. It includes provision from birth to 25yrs, across education, health and social care.

## **SECTION 9: ROLES & RESPONSIBILITIES**

The role and responsibility of the governing body and the SEN Governor:

- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the SEND code of practice 2014
- The governing body will, in cooperation with the head teacher, determine the school's approach and provision for children with SEN, establishing appropriate staffing and funding arrangements and maintaining an oversight of the school's work.

The role and responsibility of the head teacher:

- The overall responsibility for the provision and progress of all pupils with SEN
- To update the governing body about SEN matters and to work with the SENCo and other staff to promote the SEN policy
- Monitor the outcomes of SEN and the allocation of provision

The role and responsibility of the SEND Governor:

- Making sure that the school has an up-to-date SEND Policy and has published its local offer of provision.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

The role and responsibility of the SENCO:

- Oversee the day-to-day operation of the school's SEN policy
- Liaise with parents/ carers of pupils with SEN and external agencies supporting provision for these pupils
- Coordinate, monitor and evaluate provision for pupils with SEN across the school
- Provide advice and support to class teachers and Teaching assistants regarding pupils needs and effective provision
- Ensure effective record keeping for all pupils with SEN

The role and responsibility of the class teacher:

- Provide a differentiated curriculum which ensures that all pupils are fully engaged in learning activities as well as the full life of the school
- To follow the school's procedures for the identification, assessment and subsequent provision of SEN pupils
- With support from the SENCo create and review SEN Support Plans for all class pupils on the SEN register
- Effectively deploy Teaching assistants and Learning Support Assistants on a daily basis in order to ensure maximum impact of human resources
- Develop a constructive relationship with parents/ carers

## **SECTION 10: DEALING WITH COMPLAINTS**

The school works wherever possible, in close partnership with parents to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are heard through the school's Complaints Policy and procedure.

## **SECTION 11: REVIEWING THE POLICY**

The SEN Policy is reviewed annually (or sooner in the event of revised legislation or guidance). The Curriculum and Achievement Committee of the school's governing body has monitoring responsibility of this policy.