

Mosaic Jewish Primary School

www.mjps.org.uk

School SEN Offer



For enquiries please contact:

Mosaic Jewish Primary School

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INSPIRE

RESPECT

EXCEL

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. This offer is linked to the following documents: Special educational needs and disability (SEND) policy, Equalities policy, Behaviour policy, First Aid and Medicines policy, and Disability Access plan.

At Mosaic Jewish Primary School all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Mosaic Jewish Primary School our Assistant Headteacher **Nerrissa Bear** is responsible for Inclusion. She can be contacted on 0208 944 8731 and her email address is ahtinclusion@mjps.org.uk

Children and Families act 2014

Our School Offer



1. What should I do if I am concerned about my child's progress or special education needs?

- Talk to us – If you are concerned about your child's academic progress and wellbeing, please contact your child's class teacher and they will discuss your concerns and outline any planned support. The class teacher will then complete a cause for concern record format and put specific measures in place. The inclusion manager will be informed that this process has been started.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.
- If there are concerns, the school will monitor and support the pupil by adapting teaching and introducing interventions, where appropriate.
- If your child requires additional support and different provision, you will be asked to meet with the school to plan appropriate support and an initial concern record will be completed.

2. How does the school decide whether a child has special educational needs and what extra help they need?

At Mosaic Jewish Primary School children are identified as having SEN through a variety of ways including the following:

- Liaison with outside nurseries/previous school/Portage
- Child performing below age-expected levels
- Tracking of progress and attainment across the years
- Detailed observations and assessments
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Liaison with external agencies i.e. Occupational Therapist
- Health diagnosis through Paediatrician

Where children are identified as needing extra help, Step 1 of the SEN Support Identification Process is started. Support will be put in place by the class teacher and will be reviewed with you after a set time period.

The school's provision for its pupils includes:

- High quality teaching adapted to the needs of individual pupils
- Small group interventions designed for pupils who are not working at age-related expectations
- Small group interventions for pupils with Special Educational Needs
- In-class support to access the curriculum
- Advice from the Inclusion Manager
- Support and advice from outside agencies such as Early Years Inclusion Team, Learning Behaviour Support Team.

3. How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be managed in partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Regular parent workshops are held each term focusing on a range of strategies and curriculum areas in order to support you in supporting your child at home.
- We operate a home / school diary which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.
- If your child is on the SEN register, they will have an SEN Support Plan (SSP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the SSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEN they may have an Educational Health Care Plan (EHC), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

What happens once my child has been identified as having Special Education Needs?

- After the SEN support identification process has been completed, a decision will be made whether to repeat the process or to move to the next stage. This will be discussed with you at the review meeting.
- If your child has been identified as having Special Educational Needs, a SEN Support Plan will be put in place and the child's name placed on the SEN register.
- The SEN Support Plan will be reviewed with you at least three times a year.
- Appropriate support will be planned by considering practice which has been found to be effective (nationally, locally or within school) or that has been successful for your child.

Additional adults

- The school may also make referrals to outside agencies for advice and strategies to support your child.
- If your child needs provision which requires a high level of funding beyond that available in the school's budget, the school will make a request for an Educational Health Care plan request.
- The school and parents will work together to make a request for an Educational Health Care Plan and this will be sent to the local borough. If the request is refused, the information gathered will be used to make further suggestions to the school and parents.
- If the request is accepted, assessments will be finalised and the level of funding required will be considered.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school.

4. How will my child be involved and consulted?

- At Mosaic we have core values that all children are encouraged to follow. We value and celebrate each child, enabling them to express their views on all aspects of school life. There are opportunities for Pupil Leadership, where they are able to express their views.
- All children in the school have targets that they work towards 'Next steps'. Your child will be involved in reviewing their own work with an adult, to identify their strengths and areas for development. Therefore a dialogue with the child is vital in ensuring that they are able to excel.
- Your child will also be included in the SEN support identification process and be able to share their views on the way in which they learn best and how they feel about their progress.
- We believe in ensuring that all pupils have a voice and we put them at the centre of our learning and teaching and we undertake an annual pupil questionnaire through which we actively seek the viewpoints of children, and what they do if they have a worry

5. How do you assess and review my child's progress?

At Mosaic Jewish Primary School we expect all children to make strong academic progress related to their starting point. Our Inclusion Manager oversees the support and progress of any child requiring additional support across the school.

As a school, we measure children's progress in learning against national expectations and age-related expectations.

- Social and Emotional wellbeing is measured through:
 - Observations by members of staff
 - Monitoring of playground behaviour
 - Monitoring of learning behaviour
 - Pupil discussions
 - Review of impact of provision e.g. Nurture groups, ELSA (Emotional Literacy Support Assistant) groups and sessions
- Academic progress is measured through:
 - On-going observations and assessments which are undertaken in all core areas of the curriculum
 - Regular formal assessments of Reading, Writing and Maths
- Tracking of groups and individuals is analysed through:
 - Termly tracking meetings for each year group with members of the Senior Leadership Team
 - Termly consideration by subject leaders e.g. Inclusion Manager, Literacy, Maths
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year six, using a variety of different methods including Development Matters and school expectation in relation to National Curriculum outcomes. We also use 2build a Profile in order to capture and report on the wide range of learning experiences.
- Children who are not making expected progress are identified through Review meetings with the Class teacher and the Senior Leadership Team. In this meeting, a discussion takes place to assess why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings, you will be invited to discuss the support that is being put in place for your child and the SEN support identification process is started with you. We operate an 'assess, plan, do and review' cycle which enables pupils to work towards smart targets.
- When your child's SSP (SEN Support Plan) is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that your child does make progress. If your child is included in any interventions, we will share this information with you at regular meetings and you will also receive copies of the SEN support plans.
- The class teacher will meet with you at least once a term to discuss your child's needs, support and progress. This may include parents' evenings and SEN support meetings. If your child is on the SEN register and has a statement or EHC plan, an Annual review meeting will be required to review the support that has been put in place and the progress across the year.

6. How is the teaching and the curriculum adapted to my child's needs?

At Mosaic Jewish Primary school our goal is to ensure that all children are exposed to quality first teaching to enable all pupils to excel. Therefore we ensure that :

- All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there may be different levels of work set for the class, depending on the needs of the children.
- Whole class teaching is adapted to meet individual needs through:
 - Planning – tasks are adapted to allow pupils to better understand or participate.
 - Teaching – the teacher will use a range of inclusive strategies and will adapt questioning and methods which have been identified as useful for individual pupils.
 - Support – the teacher will plan pupil groupings and adult support
 - Challenge – the teacher will ensure that all pupils are challenged to develop their skills and knowledge.
 - Marking – the teacher will adopt the school marking system which informs, supports and includes the pupil in evaluating and developing their learning.
 - Tools and equipment – general tools will be provided in the environment for particular lessons to support the pupil's participation and learning. Any specific tools or equipment required will be used on an individual basis.
 - Additional adults may also be used to adapt teaching.
 - Whole school and classroom organisation is also taken into account when looking at the needs of individual pupils.

7. What support is there for my child's emotional well-being?

- Mosaic Jewish Primary School is an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children. We believe that all children should be given the best opportunity to excel. We also recognise that emotional wellbeing is pivotal to this outcome and therefore we ensure that children have the opportunity to discuss their thoughts and feeling in a safe environment.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they would be your first point of contact. If further support is required, the class teacher will liaise with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Behaviour Support Team.
- Social and Emotional wellbeing is provided through:
 - The core Jewish values which enable us to develop an understanding of the wider world and our role as global citizens.
 - PSHE sessions that enable us to look at specific areas in order to develop as learners.
 - Circle time sessions are led by the children with a specific focus e.g. making friends
 - Drama therapy is a specific intervention which is used to help children to target areas that they may find challenging within school or home life.

8. How do you promote positive behaviour?

- At Mosaic Jewish Primary school we have a very positive approach to all types of behaviour with a very clear rewards and sanctions behaviour system that is followed by all staff and pupils. We encourage all children to recognise that they are in control of their behaviour and they are making a choice.
- We have a range of strategies for promoting positive behaviour some of which include:
 - Mosaic Time which enables all children to be recognised for the positive contribution that they make and at which they are rewarded with an activity which they have chosen at the beginning of the week
 - Achievement certificates are issued once a week in assembly where children who have excelled in their work or in following our Mosaic rules are recognised.
 - Verbal praise is so important and this is used across the whole school
 - Stickers are also used to across the school and can be given by adults who see children following the Mosaic rules.
- In the unfortunate event of unacceptable behaviour, we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time, to change and improve their behaviour.
- We recognise that some children may need extra support in displaying positive behaviour and therefore we would address these cases on an individual basis if required.
- Attendance of every child is monitored, on a daily basis, by the Admin department. Lateness and absence are recorded and reported to the Head Teacher. Support is given to the children through an incentive scheme, where good attendance is actively encouraged throughout the school.
- For more information please see our behaviour policy.

9. What training and specialist skills do the staff supporting children with SEND have or are having?

- Our Inclusion Manager is currently undertaking the SENCO qualification to ensure that we are providing the best for our school.
- All of our staff have regular training in delivering the curriculum and interventions which focus upon the different areas of the curriculum.
- Any training needs identified in the monitoring and evaluation process are addressed through the whole school training programme or group/ individual training.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health care professionals including GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including Locality Teams, Social Workers and Educational Psychologists.

10. What do you do to make the school environment and curriculum assessable for all children?

- All children are included in all aspects of the school curriculum, including school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity, to ensure health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which cover the same curriculum areas, will be provided in school.
- We ensure that our school is as accessible as possible for all pupils, staff and parents.
- We have access to a lift to ensure that access is possible from a range of entrance and exit points.
- As each child has individual needs we ensure that they have the resources that they need in order to access the curriculum and make good progress.
- We have a range of resources including ICT equipment that will enable children to develop in line with their peers.

11. How will my child be included in activities outside of the classroom?

- All children are included in all aspects of the school curriculum, including school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity, to ensure health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which cover the same curriculum areas, will be provided in school.

12. How will the school prepare my child to join the school or transfer to a new school?

- We encourage all new children to visit the school prior to starting, when they will meet their buddy and be shown around the school. For children with SEN, we would encourage further visits to assist with their acclimatisation to the new surroundings. We would also visit them in their current school.
- Where children are new to school, a home visit will be carried out by the year group team. This enables the staff to meet the children in their home environment and establish a relationship in a safe environment for the child.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Most schools run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

13. What specialist services from outside does the school use to help meet the children's needs and how do you work together?

- The SEN support identification process is a cycle and on occasions we may not be able to deliver the specialist resources that some children may require and therefore we will be using a range of outside agencies.
- Primarily we will be using the Wandsworth services which may include: Behaviour Intervention; Health care professionals including GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Drama Therapists; Social Services including Locality Teams, Social Workers and Educational Psychologists.
- Where these services may be required, you will be involved in meeting the specialists and discussing concerns that you may have in addition to those that the school may have raised. We will work together to ensure that your child has the best possible provision to make good progress in all areas of their learning and development.

14. What will you do if my child has medical needs?

- As a staff we have regular training and updates about conditions and medication affecting individual children, so that all staff are able to manage medical situations
- On a day to day basis, the Office Staff generally oversee the administration of any medicines.
- Parents need to contact the school office if medication, on recommendation of Health Professionals, is to be taken during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Please refer to the school policy First Aid and Medicines.

15. What should I do if I am unhappy with my child's support or progress?

- If you are unhappy with your child's support or progress please communicate your feelings to us. We believe in working in partnership to enable your child to develop with the best support possible.
- You can contact your child's class teacher or alternatively you may want to speak directly to our Inclusion Manager whose details can be found at the beginning of this document.
- We are an inclusive school and strive for success and therefore we would work with you to ensure that we could come to an agreeable outcome.
- However, in some cases where you are still not satisfied with the outcome, you may wish to raise a complaint and these details can be found in our Complaints policy.

16. Where can I go for further advice and support?

- First point of contact would be your child's class teacher to share your concerns.
- Contact the school office to arrange an appointment with the Inclusion Manager.
- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services, visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrensservicedirectory.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Nerrissa Bear ahtinclusion@mjps.org.uk

Glossary of terms

Annual review	The review of a statement of SEN which a local authority must make within 12 months of issuing the statement.
Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an EHC plan.
Curriculum	The curriculum is all of the learning opportunities that a school offers.
Differentiation	Amendment or alteration to a programme of study within the Curriculum that sets achievable targets/goals for individual children.
Educational Health Care (EHC) assessment	A very detailed assessment of a child's special educational needs which may lead to a statement.
Educational Health Care (EHC) Plan	A legal document that sets out a child's special educational needs and the additional help he or she should receive.
Educational Psychologist (EP)	A person, with a degree in psychology, training and experience in teaching and a further degree in educational psychology. An educational psychologist, employed by the local authority, will give advice and support to teachers and parents on how a child's needs can be met.
Emotional Literacy Support Assistant (ELSA)	ELSAs are emotional literacy support assistants. They are teaching assistants or Learning Mentors who have had special training from Educational Psychologists to support the emotional development of children and young people in school.
Inclusion	Ensuring that children with special educational needs engage in the activities of the school together with the other children.
Intervention	Extra support that is put in place to help your child develop a particular skill or aspect of the curriculum.
Learning difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age, or has a disability which prevents them from making use of educational facilities provided for children of the same age.
less than expected progress	progress which: <ul style="list-style-type: none"> • <i>is significantly slower than that of their peers starting from the same baseline</i> • <i>fails to match or better the child's previous rate of progress</i> • <i>fails to close the attainment gap between the child and their peers</i> • <i>widens the attainment gap</i>
Teaching Assistant (TA)	A job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities. A TA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her.
Occupational Therapist (OT)	A person who advises about aids and adaptations that may help your child.
Paediatrician	Doctor specialising in the needs of babies and children.
Portage	Home based pre-school education for children with developmental delay, disabilities or any other special educational needs. Portage work in partnership with parents, helping them to help their child through learning activities in the home environment.
Quality First Teaching	QFT might include targeting a small group for focused teacher input or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included.
Special Education Needs	Short term targets for achievements set, reviewed and evaluated by the school

Support plan (SSP)	with parents/child with copies made available to parents.
Special Educational Needs (SEN)	Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them over and above what is available for all pupils.
Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
Speech and language therapist (SALT)	A person who helps children who have language difficulties or speech problems.