




BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

SEND INFORMATION REPORT AND SEND POLICY 2025-2026

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Prepared By	ATR
Signed by Chair of Governors A Topperman	

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Vision for Inclusion

Our school vision is that: "We provide our girls with a holistic education through exciting, experiential learning, rooted in Torah values, aimed at developing ethical, moral and independent young adults who show self-esteem, responsibility and concern for others."

Our vision for inclusion is that: "We treat all our students equitably, by providing what they need to thrive and flourish."

Roles and Responsibilities

SENCO

Mrs Aidel Treblow is our SENCO. She will:

- Work with the SLT and governors to determine the strategic development of inclusion
- Have day-to-day responsibility for the operation of this policy
- Co-ordinate specific provisions for students with SEND
- Provide professional guidance to colleagues
- Work with staff, parents, carers and other agencies to ensure pupils get appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources
- Be the point of contact for external agencies and the local authority in regards to SEND
- Co-ordinate communications with parents and agencies including organising Annual Reviews
- Liaise with prior and next providers of education at transition points
- Ensure the school meets its statutory obligations under the Equality Act 2010
- Ensure SEND records are kept up to date

Headteachers

Mr Benjy Myers and Mrs Tamara Reznick are our Headteachers. They will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Governors

Mr Eli Roitenbarg is our SEND link governor. He will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteachers and SENCO to determine the strategic development of the SEN policy and provision in the school

Teaching staff

Class teachers are responsible for:

- The progress and attainment of all pupils in their class
- Working with the SENCO to identify individual targets for students with SEND
- Directing support staff to support students with SEND
- Ensuring they follow the SEND policy

Teaching assistants are responsible for:

- Planning and delivering interventions as directed by the SENCO
- Working with the teacher and SENCO to write and implement IEP targets
- Supporting students in class as outlined in their pupil profiles
- Seeking support from the class teacher or SENCO where needed.
- Ensuring they follow the SEND policy

Broad Areas of SEND

The SEND code of practice identifies four broad areas of SEND. Most students have a primary need but they may have secondary needs in other areas too.

Cognition and Learning E.g. difficulties processing information, specific learning difficulties, dyslexia, dyspraxia

Communication and Interaction E.g. speech and language difficulties, autism spectrum condition

Social, Emotional and Mental Health E.g. attention deficit hyperactivity disorder (ADHD) anxiety

Physical and/or Sensory E.g. visual impairments, long term health needs, hearing impairments

Identifying and Assessing Pupils with SEN

Students with existing needs

Before starting school in year 7, students and parents have the opportunity to visit the school and discuss any concerns with the SENCO. The SENCO also meets with SENCOs from our main feeder schools to gain information including provision maps, for any girls who are already getting SEND support.

One of our 'orientation days' includes the CATs and Kodesh assessment tests. Where there is a discrepancy or a result which is significantly below ARE (age-related-expectations), the SENCO may discuss with parents and ask for further information from the feeder school. This helps us plan for support and provision.

Emerging needs

At BYJHS, we assess students' learning through termly assessments and in class observations where appropriate. Where teachers have concerns about a girl's progress, they will first discuss this with their Head of Department and, if deemed necessary, will fill in a 'Cause for Concern' form.

On receipt of the Cause for Concern form, the SENCO will discuss with the Year Tutor, consider data from other teachers and conduct lesson observations. The Year Tutor or Head of Year will also discuss progress with the students. Where necessary, we may do additional assessments to help us identify how best to support the student.

Students with special educational needs are identified as those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or improve on the girl's previous rate of progress
- Does not sufficiently close the attainment gap between the girl and their peers
- Widens the attainment gap
- Is slower than expected due to a suspected or diagnosed learning or medical need

If a parent or carer is worried about their daughter's progress, they should contact the class teacher in the first instance who will discuss with the Year Tutor and SENCO as appropriate.

Consulting and Involving Parents and Students

When identifying new needs, the year tutor or SENCO will talk to the student to discuss their strengths, needs, learning preferences and next steps. We will also talk to parents/carers to gather their opinions and concerns.

All students with SEND have an 'All About Me' profile which is co-produced with a trusted member of staff. This gives teachers valuable information about the students' strengths, challenges, needs and learning preferences.

Students with SEND have an Individual Education Plan which includes targets and intervention strategies suggested by teaching staff. The student then has the opportunity to discuss their IEP and the target is evaluated and adjusted as appropriate.

IEPs and pupil profiles are shared with parents, and can then be the basis of progress meetings going forward.

All students in school can speak to their Mechaniches or head of year with any concerns; many girls with SEND will also have a key worker or wellbeing mentor who checks in with them on a weekly basis to address any concerns. Students may also voice their opinions through joining the school council or by speaking directly to the Headteacher, Pastoral Officer or SENCO.

Parent-voice is included in our yearly surveys and questionnaires; the SENCO, key workers and mentors are also available for any parent feedback.

Assessing and Reviewing Progress

In BYJHS, our students' attainment in KS3 (Years 7-9) is assessed and reported using as one of 4 'word' grades (Mastering, Securing, Developing, Emerging) and these describe to what extent pupils have mastered the skills, knowledge and understanding of the KS3 curriculum for each subject in each particular year group. In KS4, students are assessed as grade 9-1 or, for BTEC subjects, as a Pass, Merit or Distinction.

We track and celebrate students' individual progress by matching students' progress against their IEP targets and provides an indication for next steps. This is particularly useful to show progress for students who are not working at the same level as their peers.

Where students have a specific intervention, we will often add in specific assessments which measure the success of the intervention. Examples of this are IDL (literacy) and Hodder (numeracy).

Supporting Pupils Moving Between Settings

When a girl moves into BYJHS, the SENCO will:

- Contact the SENCO to discuss the girl's strengths and needs
- Request professional reports and provision maps
- Meet with the girl and parents to discuss strengths, challenges, opinions and preferences, in order to determine provision going forward.

When a girl moves from BYJHS to another setting, the SENCO will:

- Offer an appointment to the new SENCO to discuss the girl's strengths and needs
- Send all relevant documentation, such as IEPs and professional reports
- Where necessary and practicable, arrange for a key adult to support the student in the transition to her new setting

Supporting Year 11 Leavers

Leaving the structured environment of high school can be daunting for all girls, especially those with additional needs. At BYJHS we are proud that all our leavers with SEND have gone on to further education or employment.

We will support students with SEND by:

- Supporting parents and students to decide on the most appropriate placement for their next stage

- Communicating with the new SENCO and passing on all relevant information
- Where possible, supporting visits to placements with a key worker
- Teaching explicit skills for such as time management and social skills.

Preparing Pupils for Adulthood

A vital part of students' education is preparing them for their adult lives. We have four strands in our preparation for adulthood: Employment; Community; Independent Living; Healthy Lifestyle

Employment:

- A focus on achieving good levels of literacy and numeracy.
- A curriculum that makes links to areas of employment
- Opportunities to meet people with different jobs
- Comprehensive extra-curricular programme to develop talents and interests
- Priority career interviews for year 10 and year 11 students with SEND
- Personalised programmes of study at KS4 eg Unit Awards, Btech etc which include units on employability, life skills and communication.

Community:

- Support and interventions for young people with communication needs including Social Skills groups, Speech and Language therapist,
- Volunteer work in the community including senior citizens and special children
- 'Vertical groupings' in extra curricular activities where girls can make friends from different year groups
- Personalised PHSE and Safeguarding lessons adapted to the needs of individual students
- Class activities such as carnival for charity, bas mitzva performance etc
- Opportunity to support other students eg mental health ambassador, peer mentor etc
- Yearly school trips

Independent Living:

- Scaffolded approach encouraging metacognition
- Teaching and modelling independent learning skills (e.g. note taking, active listening)
- Life Skills lessons adapted to meet the individualised targets within IEPs and EHCPs
- Key workers teach organisation skills and time management
- Effective deployment of support staff to support independence

Healthy Lifestyle:

- Targeted support in PE and cookery lessons
- Communication and coordination with physiotherapists, occupational therapists etc

- Unit awards and life skills lessons focusing on wellbeing, healthy eating, mental health etc
- Liaison with school nurse, Red Pepper and other agencies
- Supporting students with SEND in drop-down days focussing on physical and mental wellbeing

Our Approach to Teaching Pupils with SEND

"All children, regardless of SEND, should access an ambitious, broad and balanced curriculum."

When a girl is working towards age-related expectations we will

- Set manageable and realistic targets on their IEP.
- Use 'adaptive teaching' to ensure that students can access the same learning as the rest of the class
- Support students to access learning through quality first teaching strategies and adult support.

When a girl is working below age-related expectations we will:

- Co-create an IEP plan for the girl, with individualised targets where appropriate, designed to meet their needs and help them catch up with their peers.
- Personalise teaching of the curriculum to students' individual needs.
- Support progress through additional, evidence-based interventions.

Our teaching staff take responsibility for the learning of all the girls in their class and use Quality First Teaching strategies to ensure that all the students can access the material. (Students working towards pre-key stage objectives still receive high-quality teaching input from their teacher. The end task may take a different form.)

Quality First Teaching Strategies include:

- Short 'chunked' instructions
- Key words
- Visual and oral recording methods
- Dual coding
- Scaffolded support
- Coloured overlays
- Strategic questioning
- Deploying teaching assistants
- Flexible grouping

Beis Yaakov High School use the 'graduated approach' of Assess, Plan, Do, Review. This enables us to carefully monitor the girls' progress and identify which interventions may be necessary. This approach works on a six-week cycle, with each intervention assessed for effectiveness. We offer a wide range of interventions, which are delivered based on the girls' strengths, needs and preferences. These include:

Cognition and Learning:

- Handwriting and typing programmes
- Visual timetables and organisers
- Organisation skills
- Text to speech software including Reader Pens
- Speech-to-text software and/or a scribe
- Dyslexia-friendly tools including overlays, reading windows etc
- Support from Learning Support Services
- Catch-up interventions including:
 - IDL
 - Toe by Toe
 - Stareway to spelling
 - Plus one
 - Power of two
 - Numicon
 - Cuisenaire
 - Pre-learning, re-learning and overlearning

Communication and interaction

- Wellbeing mentors
- Club in the Hub lunchtime groups
- Social skills groups
- Organisation lessons
- Zones of Regulation
- One page profiles
- Comic Strip
- Social stories
- Speech and Language therapy

Social emotional and mental health

- Enhanced Provision Room
- Key workers
- 'Meet and Greet' morning sessions
- Club in the Hub lunchtime groups
- Social skills groups
- Zones of Regulation
- Nurturart 1:1 and groups
- 'All About Me' pupil profiles
- School counsellor
- Keren referrals
- Rest breaks and alternative room arrangements for exams
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Sensory and Physical:

- Specialist equipment as necessary
- Coloured overlays
- Pencil grips
- Fidget toys
- TA interventions as advised by OT, PT etc

- Access arrangements for exams and tests
- Typing and handwriting lessons
- 'Sensory breaks'
- Personal Evacuation Plan as necessary

How is support delivered?

We have a skilled in-house team and external professionals who may work with the class teacher to support students throughout their time at BYJHS.

Teaching assistants will work with groups of students who:

- Require additional support with their learning as directed by the class teacher
- Have 'targeted adult support' specified on their IEP or EHCP
- Are receiving a specific intervention delivered in a group

On occasion, teaching assistants may work 1:1 with a girl. This happens when:

- The student is receiving a bespoke intervention delivered 1:1
- The student needs support to be safe in school

As students move through the school, we aim to reduce the amount of 1:1 support they receive in order to encourage independence, self-regulation and social integration.

In school, girls may also get support from:

- Our pastoral lead, Mrs Lucy Feingold
- Our educational psychologist, Dr Natasha Goodhall
- Our speech and language therapist, Mrs Barbara Kaye
- Our school psychologist, Mrs Nicky Sher
- Our school counsellors, Mrs Nechama Rechnitzer
- Our 42nd street counsellor, Mrs Elisheva Blesofsky
- Our creative therapist, Mrs Malky Braceiner

We also work with the following agencies:

- Keren mentoring service
- CAMHS
- Salford SEND Leads
- Salford Learning Support Service
- Compass (SEND provision within the Chareidi community)
- 42nd Street
- OddArts drama therapy

Evaluating the Effectiveness of SEND Provision

In the 'Assess' and 'Review' stages of the graduated approach cycle, we assess the effectiveness of SEND provision by monitoring the following data points:

- Students' progress against their FFT targets

- Students' progress against their EHCP targets.
- Students' progress against their IEP targets.

We also monitor the impact of interventions through:

- Assessments such as IDL, NGRT, Hodder, SDQ
- Lesson observations
- Book-looks
- Pupil voice

Training and Development of Staff

SENCO

The SENCO holds the Nasenco qualification and is also a qualified teacher and therapist. She is a member of Nasen and Communicat-ed.

Our school is supported by the Local Authority SEND Lead Mrs Carleen Fernside. We have links with other settings including mainstream, specialist and ERP who advise and share best practice.

The SENCO attends local authority SEND network meetings, Compass cluster meetings and other training as appropriate.

Teaching assistants

Weekly SEND cpd is offered to teaching assistants on a variety of topics.

A yearly audit is held to identify any gaps in training and how these can be filled.

Areas for cpd are specified in teaching assistants' performance management schedules.

Teaching assistants access cpd from online training or through partner agencies including LSS, Salford ed-psych, Salford OT service etc.

Teaching assistants have the opportunity to visit and observe best practice in other Salford schools.

Teachers

Adaptive learning and supporting students with SEND are an ongoing theme in staff CPD sessions. These topics are also included in at least two INSET sessions a year.

Teachers may have specific CPD identified in their performance management schedule.

In addition, teachers or whole departments may request training for specific needs or areas of the curriculum and this is coordinated by the SENCO or assistant SENCO.

Equipment and Facilities to Support Students and Young People with SEND

Equipment which forms part of our quality first teaching offer, or which is specified and funded through a girl's EHCP will be purchased through the school's delegated SEND budget. This may include equipment such as: timers, focus toys, reading pens, coloured overlays, noise blockers.

Ensuring inclusivity in extra-curricular activities.

Extra-curricular activities and school visits, including our residential trips, are always available to pupils with SEND, so long as all students are safe. The SENCO will speak with parents to discuss how to ensure specific activities are accessible to their daughter and arrange for additional support if needed and available.

Our accessibility plan details how we ensure that students with disabilities are never excluded from participating in activities, and details the facilities we provide to help disabled pupils access our school.

We actively encourage students with SEND to take on responsibilities within the school, such as school council, student teams and volunteering.

Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Contact Details for Support Services

Our student body includes families from Bury, Manchester and Salford local authorities. The services provided by these authorities can be found on their Local Offer Websites.

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer>

<https://theburydirectory.co.uk/send-local-offer>

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer>

Monitoring Arrangements and Links with Other Policies

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

This policy links to our policies on:

Accessibility plan

Behaviour

Mental Health

Equality

Access Arrangements Policy

Word Processor policy

Medical policy