

**Name and contact details of the SENDCo:**

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**This information is published in conjunction with the local authority's Local Offer which can be found at:**

<http://www.salford.gov.uk/children-and-families/local-offer/>

**Our SEND information should be read in conjunction with our:**

SEND policy

Equal opportunities policy

Safeguarding policy Accessibility plans

Admissions arrangements

<https://www.byjhs.org/policies-docs-2021>

**1. Who do we cater for?**

We are an inclusive, mainstream orthodox Jewish high school for girls that aim to meet the needs of all SEND pupils. Our pupils are aged between 11 and 16 years old and include those who have:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory and/or physical needs.

**2. How do we identify children with SEND and assess their needs?**

We aim to identify children at the earliest opportunity. We conduct CATS assessments for all girls as they enter school at the start of year 7. We then further assess those with borderline scores to assess their literacy and mathematical needs.

All girls in school are tracked according to their progress. A half-termly assessment is completed followed by meetings that identify those children who are falling behind.

Where concerns are raised about this we involve the SENDCo in discussion with the Year team and subject teacher. We identify alternative methods of support to establish whether different

teaching strategies, additional resources or more targeted support are needed.

The Young Person continues to be closely monitored to establish if the agreed programme has resulted in the girl's progress accelerating.

During this process we alert parents to what is happening in school and invite their comments and support.

### **3. What happens next if progress continues to be less than expected?**

If we have applied an individual programme that is still failing to enable your daughter to reach the outcomes we have agreed on, we arrange SEND support and produce a school-based plan that includes a profile of your daughter.

SEND support includes a cyclical process of assess, plan, do and review. As part of this process we:

- we use school expertise and resources including the school counsellors and multi media interventions
- seek out support from external partners (if this has not been done already) and take advice from specialists if this is thought necessary, for example the Salford Learning Support Service
- discuss with parents agreed levels and types of support
- establish a school-based plan that details the strengths and weaknesses of the girl, their particular needs, information collected from specialist support, comments from parents and pupils and the agreed strategies to meet outcomes.

If the YP still does not achieve the intended outcomes, we consider making a referral to the LA for an EHCP needs assessment. It is the first stage for those seeking an education, health and care plan (EHCP).

### **4. How do we teach young people with SEND?**

Our priority is to ensure that the quality of teaching is high throughout the school.

Part of our criteria for a good lesson is that girls with SEND are catered for appropriately. We expect that:

- teachers have high expectations for what our SEND pupils can achieve

- each lesson is considered in relation to the needs of all the pupils in the classroom
- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes
- teachers and teaching assistants work closely together in targeting pupils whose assessment has indicated that they are making less than expected progress.

In addition, we have:

- specialist teaching assistants to support pupils with SEND in English
- a number of highly qualified teaching assistants working with girls throughout the school to provide intensive support to children who are not making expected progress.
- A range of resources to support girls in an interesting and challenging way

### **5. How do we involve our parents and carers?**

Our parents and carers are involved in establishing the policies and procedures to support children with SEND in our school. We do this by:

- including at least one parent/carer in working groups to establish and review the SEND policy
- regular phone , email and personal contact with all parents of SEND girls, both at formal review meetings and at any other time. Communication is free-flowing and regular.
- annual questionnaire to parents and carers with children with SEND to collect their views about the year.

We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes. Parents are frequently invited in to school for meetings, or matters will be discussed on the phone if a meeting is not convenient.

### **6. How do we consult with young people about SEND?**

We ensure that girls have every opportunity to discuss their needs and concerns with any member of staff including the SENDCos.

We make sure that where possible and appropriate girls are included in the consultation we hold with parents/carers. They are invited to

give their views and we aim to ensure that they contribute to and understand the contents of their profile.

All targets and intended outcomes are shared with girls and they are encouraged to advise where they feel it needs adapting.

Girls have a regular opportunity to give their views to their Year team and some girls will have a specific mentor with whom they can discuss their learning and other concerns. We have a school counsellor and school Educational Psychologist who are available for consultation under the authority of Rabbi Wilson. Where girls have an EHCP this is included in the plan.

A full pastoral team looks after all the emotional and spiritual needs of the girls and they are encouraged to talk to members of staff whenever they have concerns.

### **7. How do we adapt the curriculum and the learning environment?**

We aim to ensure that all our students can access all aspects of the curriculum and can use all the facilities in the school. Our school accessibility plan describes our current arrangements and what we are prioritising. We make reasonable adjustments within the classroom and to resources to meet the range of needs.

Although we have long-term plans to ensure a broad and balanced curriculum in our school, teachers plan on an individual basis for their lesson. This ensures that the plans are tailored to meet the needs of the pupils in each year group.

Resources are selected specifically and are tailored, with the help of the SENDCo, to the individual needs of the pupil and any outcomes identified as part of their profile or EHCP.

Teachers are provided with advice from physiotherapists, occupational therapists and other experts on ways the classroom can best suit the needs of pupils with disabilities or specific problems that must be addressed.

Many girls have an adapted timetable incorporating independent living skills lessons which are preparing them for life when they leave full time education.

### **8. How do we make sure that staff are appropriately trained and that there are sufficient specialist staff in our school?**

When reviewing our SEND policy, we also complete a staff audit which aims to ensure that:

- all members of staff have taken part in SEND awareness-raising sessions and are familiar with all aspects of our SEND policy
- we have training for staff regarding areas of SEND such as attention deficit hyperactivity disorder (ADHD), dyslexia, autism, mental health needs.
- We have a number of the SEND staff trained in ELKAN to help with social and communication needs
- all staff have received training in dyslexia, ASD, ADHD etc.
- all staff have received additional training in supporting pupils with SEND in English and Maths.

Our lesson observations identify where there is a particular need for additional training for a member of staff. This is then included in their professional development portfolio.

These training opportunities include teaching assistants.

The SENDCo has attended courses to supplement her knowledge and expertise. She makes recommendations for further whole-staff training which is incorporated in our school improvement plan.

The effectiveness of training is reviewed by the SENDCo with the participant/s.

Where we are due to admit a child with a medical condition or SEND that we have not previously experienced, the SENDCo will organise training.

## **9. What happens when our expertise isn't enough?**

If progress remains insufficient as a result of adaptations to teaching and the curriculum, we begin the process of applying SEND support through the 'assess, plan, do and review' cycle. Each case is unique and during the assessment stage we consult with parents and girls about their particular needs.

We have a range of support that includes:

- TAs who are expert in focusing on specific needs
- A social skills group for pupils with social and emotional needs
- Teaching assistants who are highly trained and can be allocated to support individuals with particular needs.

Where we believe that we need additional expert input from specialists we establish links with either:

- our educational psychologist
- school nurse

- social care team (we may hold a meeting to engage support for a family at this stage, with a parent/carer's permission)
- behaviour support specialist from the local authority team
- Salford learning Support Service
- 42<sup>nd</sup> street counselling team
- learning support specialists.

We will ask for support in assessment and in identifying the appropriate strategies and resources to support your child.

### **10. What enrichment activities are available?**

We provide a range of enrichment activities which include:

- in-school activities – including kodesh activities, sports, arts, jewellery making, and gardening . These take place in our regular “Nurture” lessons that are part of our regular timetable.
- the school library ( this has not been possible during covid)
- each year group engages in an outside visit including residential and overnight trips in the higher years.

All of these activities are available to all of our students. If there is an activity that you would like your daughter to take part in but you are unsure how we can support them with this, please contact your daughter's Year team.

The visit co-ordinator for each year group liaises with the SENDCo to ensure that arrangements are made for each visit to accommodate any specific medical or SEND there might be. We liaise closely with you to ensure you have all the necessary information. It is our policy that all students accompany us on any residential trip.

### **11. What opportunities are there for my child to develop socially and emotionally?**

We recognise the importance of building into our curriculum opportunities for our pupils to:

- develop resilience
- recognise their own strengths
- build upon their self-esteem
- make friends within and across year groups

- recognise their important role as valuable members of our school society, the Jewish community, British society and the wider world
- take leadership responsibilities within the school.

Our personal, social, Kodesh and health education curriculum includes units that allow girls to explore who they are and how they feel. We have an agreed set of values, as a school, that are shared and discussed in assembly.

For young people: where there are particular concerns about the emotional, social or behavioural needs we have a pastoral team. If we think the school counsellor might be beneficial for your daughter we will discuss this with you and you will have opportunity discuss this fully with us.

We have school 'systems' that provide opportunities for girls to make friendships and work together within the school community. There are a number of opportunities for girls of different ages to work together: for example, in school shows, events and trips.

## **12. How will you make sure that my child is safe and free from bullying?**

You can read our anti-bullying policy. Any report of bullying is acted on immediately either through the actions of the Year team, Behaviour manager or in conjunction with the executive principal. We work closely with parents to inform them of any incident that their daughter might have been involved in, either as a victim or as a bully.

Our school ethos emphasises the importance of looking after one another and we encourage girls to report bullying and raise concerns with the pastoral team or with any teacher.

We liaise with our school nurse to accommodate the healthcare needs with healthcare plans for individual pupils. Some staff are trained in and informed about what to do in an emergency and some staff have received more intense training in some of the long-term medical needs that our pupils have.

## **13. How do you know that what you do works?**

Our half-termly progress tracking enables the Year team and SENDCo to share progress not only of individuals but of the effectiveness of strategies being used.

We track pupils as individuals but also as groups to ensure that our provision is enabling all our girls to progress and is correctly targeted. Our governing body is involved in monitoring the effectiveness of our SEND provision. This includes our link SEND governor:

- termly bulletins by the head teacher at governors' meetings through the head teacher's report
- governor involvement in the review of the SEND policy

We analyse our data to identify the progress of individual pupils with SEND as well as the group. Intervention programmes are individually assessed for their effectiveness by looking at before and after results as well as using attitude surveys.

#### **14. How do we help your child transfer after she leaves this school?**

Our school careers officer interviews each girl in year 10 and 11 to look in to the range of careers and options that are open to her. In year 9 there is a whole day in school called "The Enterprise Day" where all sorts of careers present information and interaction to the girls to excite them about different options they may not have thought of before.

We access Connexions and other support bodies and all our school graduates continue their education beyond the age of 16.

#### **15. How do we make sure we know about your child when they enter our school?**

In the spring and summer term all applicants have a chance to come to the school and speak to the head about your daughter . All the girls are also invited and they can access a tour of the school if they wish.

We are in close touch with all our feeder primary school and they give us relevant information about your daughter to help us in our planning to cater for her needs in school.

All year 6 girls are invited in to school in the summer term for an open day.

Where a child is transferring mid-year, we make arrangements for both SENDCos to discuss their needs and how provision can be

maintained in our school. You will be asked to meet with our SENDCo to pass on your own views on current provision and what has been most effective.

### **16. How accessible is our school?**

We have an accessibility plan which is available on the school website that explains in more detail the changes we have made and those we are intending to make, to ensure that our school building is accessible to those who wish to use it.

We currently have full wheelchair accessibility and disabled changing and toilet facilities. We have close links with the local authority's occupational therapist who provides advice and identifies resources.

We consult annually with disabled children and parents to check on the accessibility of our provision and to inform our accessibility plans.

### **17. What should you do if you are not happy with the provision that is being made for your child?**

We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the Year team and SENDCo.

If you are still unhappy with the provision that is being made, our head teacher will be happy to discuss this with you.

Our named governor for SEND is Rabbi Eli Roitenbarg and he can also be contacted through the school office.

There are formal means of pursuing a complaint where you are unhappy with an EHCP needs assessment or EHCP plan. Details of this can be found on the local authority Local Offer at

<http://www.salford.gov.uk/children-and-families/local-offer/>