

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 Chareidi 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 young people with SEND at the earliest opportunity.

We conduct CATS assessments for all girls as they enter school at the start of year 7. This is triangulated with a transition handover from SENCOs from feeder schools and meetings with parents and young people. Girls with borderline or anomalous CATs scores may then be further assessed to determine what support may be needed.

All students' progress is tracked by ongoing formative assessment and half-termly summative assessments. Teachers who are concerned about a girl's progress can raise this at department meetings or in weekly 'SEND briefing sessions' where alternative strategies can be discussed. Where necessary, the SENCO or SEND

staff and conduct observations of the young person in the classroom in order to identify the most appropriate strategies.

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

If the teaching strategies do not result in improved outcomes, teachers may complete a 'cause for concern' form. On receipt of this form, the SENCO will work with the Year Team to consider progress and presentation across all subjects and assess for underlying SEND needs. This includes gathering information from teachers and TAs, and through discussion with the student herself. We may also run additional assessments either in-house or through external partners, with parent consent.

Parents/carers may then be invited to meet with the SENCO and Year Team to discuss arranging SEND support. The meeting is child-centred and the opinions of the young person and her parents/carers is a key part of the meeting. In our school, young people with SEND support have a pupil-profile called 'All About Me.' This is co-produced with the student and gives teachers valuable information about support and preferences.

SEND support in BYHS follows the 'graduated response' approach. This is a cyclical process of assess, plan, do and review. As part of this process we:

- assess current strengths and areas for development,
- identify outcomes using SMART (small, manageable, achievable, realistic, time-based) targets which are incorporated in an IEP (individual education plan)
- plan support including targeted support in class, evidence-based interventions and, support from external agencies as necessary
- review progress on a half-termly basis and adapt the outcomes and support given accordingly

If the student 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 all pupils can achieve
- each lesson is planned in relation to the needs of all the pupils in the classroom
- teachers consider the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes
- teaching assistants work with class teachers to support students to access the learning in the classroom

In addition, we offer:

- pre-learning, re-learning and over-learning sessions to support students in accessing and retaining their learning
- specialist and experienced teaching assistants delivering evidence-based interventions for literacy, numeracy and emotional wellbeing
- a range of interactive and multi-media resources to support different learning needs and styles
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5. How do we involve our parents and carers?

Our parents and carers are involved supporting children with SEND in our school. We do this by:

- Gathering parent voice via regular questionnaires and surveys
- Ensuring SENCO presence at parent evenings, curriculum evenings etc, giving an opportunity for informal discussions
- Sharing IEPs with parents who can give input into targets set and any strategies suggested
- Assigning a 'key worker' for some girls with SEND who communicates with parents on a weekly basis and is the 'go-to' person for any concerns, big or small

- Facilitating regular phone, email and personal contact with all parents of girls with SEND, both at formal review meetings and at any other time.

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. Meetings are child-centred, with students invited to give their views .

Pupil profiles are co-produced with young people and their views and preferences constitute the main part of the profile.

IEPs are co-produced with pupils who are encouraged to advise if they feel that targets and strategies may need adapting.

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

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. All students have regular meetings with their mechaneches (pastoral tutor). Students with SEND may have a learning mentor who checks-in with them on a weekly or bi-weekly basis. Some students have a 'key worker' who sees them several times a week and is available on a daily basis for any concerns.

BYHS also has school counsellors and a school psychologist who are available for girls who are unhappy or struggling in any way.

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 access 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 to the individual needs of the pupil and any outcomes identified in their IEP or EHCP. Some girls have additional interventions 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:

- We work with SEND leads from Salford LA and trainers from other schools to deliver SEND-focussed training at INSETs
- we have training for staff regarding areas of SEND such as attention deficit hyperactivity disorder (ADHD), dyslexia, autism, mental health needs.
- the SENCO holds a 'SEND briefing' three times a week where staff can bring questions and concerns.
- Weekly staff CPD sessions and termly INSETs include SEND foci.

Our lesson observations identify where there is a particular need for additional training for staff member or whole department.

In addition, we complete a TA audit which identifies areas of specialism and areas of interest. On reviewing the audit the SENCO will identify and implement CPD for individual or groups of TAs, in order to ensure expertise in all areas of SEND.

Any CPD or training is then reviewed by the SENCO together with participants.

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

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

Where we believe that we need additional expert input from specialists we take advice from agencies such as:

- Salford Educational Psychologist
- Salford Learning Support Service
- Salford Thrive team
- school counsellor

- school nurse

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 extra curricular activities – including kodesh activities, sports, arts, performance, charity.
- Girls can apply to join activities such as animal care and gardening which are run by school staff
- 'club in the hub' is a lunchtime session where girls can get together for creative activities including craft, art, computers and a chat, supervised by experienced TAs.
- Breakfast club is an opportunity for a calm and nutritious start to the day
- 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.

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.

All girls in KS3 have the opportunity to join a 'UPC' group (Understanding People and Communication). This is part of our offer which encourages every student to work on their own self-esteem and communication skills, as well as developing empathy and understanding of others.

Pastoral teams monitor the emotional and social wellbeing of each girl. Where necessary they may liaise with the SENCO or Mental Health lead to put additional support in place for example a mentor or counsellor.

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 SENCO to share progress not only of individuals but of the effectiveness of strategies being used.

We use 'Solar' software to track individual girls' progress, focussing on mastering subject-specific competencies to achieve a personalised target.

Girls who access specific interventions have an assessment before and after the assessment so that the SENCO can assess the efficacy of the intervention and decide on next steps. We use assessment tools including IDL, DRA, NGRT, NGMT, SDQ and Boxall.

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.

Our careers officer also organises visits from speakers from different businesses and careers to excite them about different options they may not have thought of before.

Where appropriate, specialist providers for SEND FE for example Bnos Chayil are invited to annual reviews in year 10 or 11 and we also liaise with Connexions as necessary. Girls are encouraged to go on transition visits to their post-16 provider and TAs may accompany the student on these visits when requested.

With parent/child consent we pass on any information requested to further education providers including facilitating ongoing access arrangements.

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

We hold transition meetings SLT/SENCOs in feeder schools where the primary school can pass on relevant information. Where a girl has an EHCP, we will usually be invited to the annual review in year 5 and/or 6.

All applicants in year 6 are invited to an interview with the headteacher, together with their parents. Where appropriate, girls may be invited with their parents for an additional meeting with the SENCO where they can experience our SEND provision and share their thoughts and opinions.

There are a series of transition events for parents and girls throughout year 6, including parents evenings and open days for girls which are also opportunities for parents to share any information. In the summer term we also hold a transition day which includes CATs and Kodesh assessments. This allows us to plan in advance for any intervention needs.

Parents of girls with mobility challenges are invited to tour school with the Site Manager to identify any accessibility needs.

Where a child is transferring mid-year, we arrange for both SENDCos to discuss their needs and how provision can be maintained in our school. You and your child will be invited 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.

We currently have 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. Children with mobility challenges have a PEP (personal evacuation plan) that is shared with staff.

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 SENCO.

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

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/>