



Inclusion, Special Educational Needs and Disability (SENd) policy

Ratified by:	Governing Board	Date:	March 2025
Next review by:	March 2026		

1 Aim

Our goal for students with special educational needs and disabilities (SENd) is rooted in the same commitment we hold for all children in our care: to provide an excellent education that prepares them for a successful future. At Sinai Jewish Primary School, we strive to foster inclusion and create meaningful opportunities, ensuring each learner achieves their highest potential. We aim for every student to leave with a deeper understanding of themselves, empowered by this self-awareness to thrive and excel in their unique journeys. We are committed to building a more inclusive, supportive environment for every child.

We are a caring school and teachers, teaching assistants and other staff members work hard to build positive relationships with all the children and to be aware of, and respond to, individual needs.

1.1 Objectives

Sinai's objectives are:

- To ensure the current SEN and Disability Act and relevant existing Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To ensure that there is a clear process for identifying, assessing planning, providing and reviewing for SENd children.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively and to receive appropriate recognition and feedback.
- To value and encourage the contribution of all children to the life of the school.

- To encourage all children to become independent learners through effective scaffolding and multi-sensory learning approaches.
- To work in partnership with parents at every stage in plans to meet their child's additional needs.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SENd.
- To work closely with external professionals, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To enable to children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

2. Statutory requirements

2.1 Scope of this policy

This is a school-wide policy designed to comply with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (January 2015).

This policy should be read in conjunction with the SEND Information Report – December 2024 which develops the summary information contained below.

2.2 School Resources

The SENCo, Mrs Nathan is a qualified and experienced teacher and is currently completing the NPQ SENCo. All of our teachers are trained to work with children with Special Educational Needs and Disabilities.

3. Policy development

3.1 Key Principles

SENd is a whole school responsibility requiring a whole school response both in term in-class and out of class support

- All pupils admitted to the school in accordance with the school admission policy should receive a broad, balanced, and relevant curriculum. Staff should identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision
- Partnerships between home and school are important to ensure pupils and their parents are treated with respect and have their views considered
- Staff should liaise with each other and governors and appropriate outside agencies to meet pupils' needs effectively
- All staff working with pupils with SEND should be provided with appropriate levels of support and advice

4. Definition of SEND

SEND refers to a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significant greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or differ from, that made generally for others of the same age in a mainstream setting.

[Taken from 2014 'SEN Code of Practice': 0 to 25 Years. Introduction xiii and xiv]

4.1 The Code of Practice refers to four broad areas of need:

Communication and Interaction

This includes children with speech, language and communication disorders or difficulties, as well as processing difficulties. These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

5. Roles and responsibilities

5.1 The SEN Coordinator (SENCO) will:

- Develop school support provision as described in section 2 and manage the day-to-day implementation of the Inclusion and SENd policy.
- Keep the Head teacher and Governing Body informed of developments as and when necessary and at least annually.
- Liaise with outside agencies.
- Manage statutory assessment requests and provision for pupils with EHC Plans.
- Train staff in relevant SENd areas, e.g. specific areas of need and intervention.
- Line manage all support staff.
- Develop strong home school links with parents and external professionals.
- Undertake the monitoring and evaluation of SENd pupils' progress and attainment

5.2 The designated SENd governor will:

- Ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

- The SENd governor meets with the SENCo at least termly to discuss aspects of SENd provision and support the SENCo to develop provision.

5.3 The Headteacher will:

- Review/agree the current year's SENd budget and SENd provision based on information collected from baseline assessments, audit of need, evaluation of last years' successful programmes etc.

5.4 The Wellbeing Lead will:

- Develop the well-being curriculum across the school.
- Provide direct support for identified children with social and emotional needs to develop their well-being.
- Work with the SENCo and class teachers to create support plans for identified children and to ensure effective implementation of agreed strategies/provision.
- Facilitate the Unlocking Potential (UP), counselling and psychotherapist therapeutic service within the school. Support therapists to deliver high performing therapeutic programs and education provision for children and young people with social, emotional and mental health needs (SEMH).
- Organise meetings and observations in collaboration with families and teaching staff to ensure that children access the interventions.
- Facilitate Unlocking Potential to deliver two types of psychotherapy: long term 1:1 therapy and short-term interventions - 6 Times Talk Time.

5.5 Each teacher will:

As stated in the SEND Code of Practice "Every Teacher is a teacher of SENd"

- Identify potential SENd pupils and complete an initial concerns form.
- Liaise with the SENCo to discuss next steps.
- Review and update Individual's support plans with SENCo's support.
- Implement the agreed provision and record progress.
- Engage in on-going SENd CPD offer
- Direct and liaise with TAs.
- Regularly update the Provision Map and help evaluate the impact of interventions.

5.6 Teaching Assistants will:

- Implement the agreed provision and record progress in line with teacher and SENCo direction.
- Feedback to and liaise with teachers.
- Attend relevant training.
- Carry out assessment of specific interventions programmes

6. Identifying Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification in order to remove barriers to learning and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Teachers will have conversations with parents and share initial concerns with the SENCo.

An early discussion will be held with the pupil and their parents when identifying whether they need special

educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The school will formally notify parents when it is decided that a pupil will receive SEND support. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff to make this possible.

6.1 The Graduated Approach

The Graduated Approach, set out in the 2014 Code of Practice, is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

Assessment of attainment and progress for every child is done through termly Pupil Progress meetings along with continual teacher assessment. Teachers are responsible and

accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Where children are identified as not making progress in spite of this input, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCo will put together a plan outlining the provision to be put in place for the pupil. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCo, parent and pupil. This will inform the planning of next steps.

6.2 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. The following adaptations are made to ensure all pupils' needs are met:

- Adapting and/or differentiating our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using our deep knowledge and understanding of our pupils and information about their additional needs that is shared with all staff, for example so that they are aware of the 'every day, every lesson' adaptations that need to be made for pupils to maximise their learning.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Providing small groups to focus on key skills.

Adaptations and provisions made for children with SENd are detailed on their ISP.

7. Monitoring Arrangements

7.1 Evaluating the effectiveness of SENd provision

The effectiveness of SENd provision is evaluated by:

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Monitoring by the SENCo, SLT and Headteacher
- Holding annual reviews for pupils with EHC plans

7.2 Adaptations to the Curriculum Teaching and Learning Environment

Sinai has an Accessibility Policy and Accessibility Plan. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are set up to include all children: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children but is vital for those who particularly need it. All our children have access to the full National Curriculum, and we recognise and celebrate achievement in all curricular areas. Teachers differentiate the learning and associated tasks as appropriate with curriculum content and ideas simplified and made accessible by using visual, tactile and concrete resources, as well as through use of technology.

7.3 Enabling pupils with SENd to engage in activities

All of our extra-curricular activities and all school visits are available to all our pupils, including our before-and afterschool clubs. All pupils are encouraged to go on our residential trips. No pupil should be excluded from taking part in such activities because of their SEN or disability.

7.4 Storing and Managing information

Information regarding students with SENd is stored electronically on the school database and a SENd needs list is available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or

without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

8. Escalation Procedure

We urge parents/carers with any concerns regarding the SENd policy or the provision made for their child at Sinai to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head teacher.

If concerns are still unresolved parents may wish to use their Local Authority (that which they reside in) Special Educational Needs and Disability Advice and Support Service (SENDIASS) or engage with the School complaints procedures.

9. Monitoring of this policy

This policy will be reviewed annually (or sooner if required by statutory guidance) by the Headteacher and SENCo, and approved by Governors.

10. Links with other Policies

This policy is closely linked with the SENd information report and both documents can be found on our school's website and should be the first point of information for parents if they have concerns about their child's needs. On the website, there is also a link to the Brent LA Local Offer for SENd.

All of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. Other relevant documentation that links with this policy are:

Behaviour Policy

Anti-Bullying Policy

Child Protection Policy

Supporting pupils with medical conditions

Accessibility Plan

11. Useful other links or references

Legislation and Guidance

This policy, along with the school's SENd information report, is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SENd co-ordinators (SENCOs) and the SENd information report

Appendix 1 - Identification

The table below sets out the separate steps that take place to review whether or not a student should be placed on the SENd register. This is a working document as the school develops practice and is included for completeness. It is frequently reviewed.

1	Referral from teacher – Initial Concerns
2	Communication with parents (often class teacher at this point)
3	Pupil monitored and observed
4	Communication with parents jointly deciding on whether to add to SENd register
5	Entry onto SENd register and Arbor
6	1 page profile completed with child and teacher
7	Support and provision entered onto our provision map
8	Provision and support created as an ISP (individual support plan)

Appendix 2 – SENd Threshold

Initial Concern	Class teachers continually identify any children who they are concerned with through observation, assessment and progress data. Conversations with parents take place
Monitor/Watch	Class teachers meet pupils' needs through: Continued High Quality Teaching Use of a range of teaching approaches, which match the child's learning style and optimise opportunities for effective learning.
SENd Support	Child is placed on the SENd register, has an ISP and ongoing communication with parents.
EHENA	Targets are added to ISP. Additional support is needed and working towards an application for a needs assessment.
EHCP	Local Authority grant EHCP. School continue to work with child and meet needs of child as set out in the EHCP.

Appendix 3 – External Professionals

Agency/Professional	Service provided
EP (Educational Psychologist)	Link EP offers advice and assistance and training re: SEND. Writes reports and carries out assessments for statements and reviews.
SaLT (Speech and Language Therapist)	The Brent SaLT team will only accept referrals from children who have a Brent GP and residency. Brent SaLT will offer advice and training for the school (INSET), class teachers and TAs re: speech, language and communication difficulties.
OT/Physiotherapy (Occupational Therapist)	Brent Occupational Therapy Service and Physiotherapy team will provide school advice on pupils with O.T./Physiotherapy needs. Direct referrals only accepted from pupils living in Brent.
CAMHS (Child and Adolescent Mental Health Service)	Offer advice and assistance for pupils demonstrating Social, Emotional and Mental health difficulties (assessment and intervention). Follow up recommendations of Child Protection orders. Work with pupils and families (parenting skills, counselling, therapy)
BOAT (Brent Outreach Autism Team) /ASD Advisory Teachers	On-going support and advice to schools & parents with children diagnosed with Autistic Spectrum Disorders (ASD) to all pupils regardless of local authority. Training for staff.
Unlocking Potential (Psychotherapists)	Psychotherapists and trainee students attend school on a weekly basis and uses art materials and directives to activate sensory responses and generate imagery that is directly connected to emotions. This process helps the children to regulate their emotions in a way that allows them to organise their feelings and form a narrative around an overwhelming experience.
Brent/other LA Visual/Hearing Impairment support.	Support and advice to parents and staffs and regarding best ways to support children with visual or hearing impairments and to ensure full curricular access to all pupils regardless of local authority.
Designated Safeguarding Lead	Protect children from physical, mental or emotional abuse. They also help to prevent harm by spotting imminent danger early by investigating and reporting incidents. Involved when pupils are identified as being at possible risk or harm. Work with parents and pupils to offer Early Help support. Attend CP (Child Protection) conferences and reviews.