BEIT SHVIDLER PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

SEND Policy · Approved by the governing board

Academic year 2026–27 · Reviewed by the SENDCO · Approved by the governing board

About this document

This policy sets out how Beit Shvidler Primary School meets its duties towards pupils with special educational needs and disabilities. It is a governing board document, written primarily for staff, governors and external stakeholders.

It should be read alongside the school's **SEN Information Report**, which is the parent-facing account of how this policy works in practice and is published separately on the school website in accordance with Regulation 51 of the Special Educational Needs and Disability Regulations 2014.

Structure and statutory content are based on the National College model policy (reviewed by Forbes Solicitors LLP, September 2025), personalised for this school.

Approved by	The governing board, chaired by Mr Jordan Lewis
Date of approval	**28th October 2026**
Reviewed by	Mrs Beverley Blake, SENDCO
Headteacher	Mrs Leah Glick
Link governor for SEND	Mrs Tamara Jacobs
Review cycle	Annual
Next review due	**28th October 2027**

Statement of intent

> *"Our vision is to significantly improve the quality of learning and life experiences of all pupils within the school, including those pupils who have special educational needs."*

Beit Shvidler Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Beit Shvidler is an inclusive school that continually strives to ensure the best possible provision for all of its pupils who have special educational needs and disabilities (SEND). We provide a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific learning needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Where children have barriers to their learning, the school takes particular action to help them overcome those barriers.

We ensure that planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, so supporting their learning and developmental needs.

SEND provision and our ethos

Beit Shvidler is an Orthodox Jewish primary school which promotes a strong commitment to Orthodox Jewish practice, Torah values, the love of Israel and educational excellence. Our commitment to pupils with special educational needs (SEND) is not separate from that ethos but an expression of it. Among the aims the school sets for itself are to foster a safe, supportive and nurturing learning environment, to ensure that all children have equal access to a broad and balanced curriculum, to encourage children to have respect for themselves and for others, and to offer care and support to children with special educational needs.

We are also committed to helping all pupils fulfil their potential and become well-rounded individuals, and to equipping every child with the academic and life skills needed to participate confidently in society with pride in their Jewish identity. For our pupils with SEND, this means an integrated Kodesh and Chol curriculum that is adapted so that they can take a full part in both, and a graduated approach to support that starts from the child's strengths.

Participation in the religious life of the school

All children at Beit Shvidler take part in Kodesh, Hebrew reading and Tefilla, whatever their needs. No child is withdrawn from the religious life of the school on the grounds of SEND, and participation in these parts of the day is not treated as conditional on a child's attainment or on the level of support they require.

The adaptations we make in Kodesh, Hebrew reading and Tefilla are the same adaptations we make across the rest of the curriculum. These include adapting resources, grouping and teaching style; allowing longer processing time; pre-teaching key vocabulary; using visual supports and specific aids; and providing support from an adult where this is appropriate. The purpose is straightforward: to help every child access the whole school day, not a reduced version of it.

It follows that adults supporting children with SEND work with them across the full timetable, and that staff teaching Kodesh and Hebrew reading are informed of a child's needs, the outcomes sought and the strategies in place, in exactly the same way as staff teaching the secular curriculum.

Reasonable adjustments across the whole school day

The school makes reasonable adjustments so that pupils with SEND can take part in every aspect of school life, not only in lessons. These include, but are not limited to:

- Larger-print siddurim and other adapted texts where a pupil needs them.
- Adjustments to Tefilla for pupils who find it difficult because of sensory needs, attention or anxiety.
- Adjustments to allow access to celebrations, school events and trips that a pupil may find busy or noisy.
- Adjustments for the Year 6 residential.
- Adjustments to uniform items where these cause sensory difficulty.

In each case the school works with the pupil and their parents and carers to establish what will help, rather than applying a fixed adjustment. The aim is to enable the pupil to access all aspects of school life.

This policy outlines the framework the school uses in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school works with the local authority to ensure that the following principles underpin this policy:

- The involvement of pupils and their parents and carers in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents and carers over their support.
- Successful preparation for the next phase of education and, in time, for adulthood.

Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream settings.

Slow progress and low attainment do not automatically mean that a pupil is recorded as having SEND.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2026'
- Equality and Human Rights Commission 'Reasonable adjustments for disabled pupils'

Related school policies

This policy operates in conjunction with the following school policies and documents:

- Accessibility Plan
- Admissions Policy
- Attendance and Absence Policy
- Behaviour Policy, and the Behaviour Principles Written Statement
- Complaints Policy
- Equality Objectives Statement
- Relationships and Health Education policy

- Privacy Notices
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Suspension and Exclusion Policy

2. Objectives

Every school is required to identify and address the SEND of the pupils that it supports. Through the implementation of this policy, Beit Shvidler will:

- Use its best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a qualified teacher to be responsible for coordinating SEND provision, i.e. the SEND Coordinator (SENDCO).
- Inform parents and carers when it is making special educational provision for their child.

The school reviews, prepares and publishes important information about its implementation of relevant SEND policies, including:

- An accessibility plan setting out how it plans to increase access to the curriculum and the physical environment for pupils with SEND.
- Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing board

The governing board is responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

- Preparing and publishing the SEN Information Report on the school website, and ensuring it is updated annually.

The SEND governor

The SEND governor will:

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

The Headteacher

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND. In enacting this policy, the Headteacher will:

- Work with the SENDCO 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 SEND and/or a disability.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure the SENDCO has sufficient time, resources and administrative support to carry out their functions.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO

The SENDCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the senior leadership team, to determine the strategic development of the SEND policy and provision in the school.
- Day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Providing professional guidance to colleagues and working with staff, parents and carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support.

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents and carers of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Liaising with the relevant designated teacher for looked-after children with SEND.
- Being a key point of contact for external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure pupils and their parents and carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEND up to date, in line with the school's data protection arrangements.
- Being familiar with the provision in the Barnet Local Offer and being able to work with professionals who are providing a supporting role to the family.

The Assistant SENDCO

The school has a part-time Assistant SENDCO, Mrs Adena Kohn, whose focus is SEND in the Early Years Foundation Stage, that is, Nursery and Reception. The Assistant SENDCO works under the direction of the SENDCO and supports the early identification of need, the coordination of provision, and liaison with parents and carers in the early years.

Class teachers

Each class teacher is responsible for:

- Ensuring they follow this SEND policy.
- The progress and development of every pupil in their class.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty so that there are no barriers to every pupil achieving.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents and carers, the SENDCO and, where appropriate, the pupils themselves.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Being aware of the needs, outcomes sought and support provided to any pupils with SEND they are working with.
- Keeping the SENDCO and Headteacher up to date with any changes in behaviour, academic development and causes of concern.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND, as set out in the school's SEN Information Report.

We assess each pupil's current skills and levels of attainment on entry, building on previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress is characterised as 'less than expected', that is, progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example social needs.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Sources of information used to identify need

The school uses a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school:

- Information shared by the child's previous setting, including nurseries, pre-schools and other primary schools, and any records transferred on admission.
- On entry to Nursery, assessment and ongoing tracking against the areas of learning in the Early Years Foundation Stage framework.
- The statutory Reception Baseline Assessment, completed within the first six weeks of a child starting Reception.
- The Early Years Foundation Stage Profile, completed in the final term of Reception against the 17 Early Learning Goals, which informs planning for Key Stage 1 and identifies children who may need continuing support.
- Ongoing observation and formative assessment against the EYFS areas of learning throughout the early years.
- Routine school assessments, including phonics, reading and spelling assessments, and termly progress data.
- Where a child arrives with an EHC plan or is already receiving SEND support, attendance by the SENDCO or a member of the SEND team at the relevant review meeting wherever possible.
- Concerns raised by parents and carers, by the pupil themselves, or by any member of staff.
- Information from health professionals, the local authority and other external agencies.

Identification of pupils with SEND is continuous throughout children's time at the school. Staff are expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents and carers. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school maintains a register of pupils who have been recognised as having SEND. The records are held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example for safeguarding reasons or on transition to another school.

Levels of SEND

The school operates three levels of SEND. All three are recorded on the school's SEND register.

- **Monitoring**. Where a pupil's needs have first come to light and they are receiving something additional to or different from their peers, for example an intervention delivered by an outside professional, the pupil may be placed on the SEND register at monitoring level. This allows the school to track the pupil's progress and needs, and to establish whether the intervention is effective.
- **SEN support**. Where special educational provision is planned, delivered and reviewed through the graduated approach, in partnership with the pupil and their parents and carers.
- **EHC plan**. Where the local authority has issued an education, health and care plan setting out the provision required to meet the pupil's needs.

Where a pupil is placed at monitoring level, their parents and carers are informed that the SENDCO is involved and is monitoring their child's progress, emotional wellbeing and intervention.

A pupil's level is not fixed. Pupils move between levels as their needs and their response to provision change, in either direction.

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at greater risk of abuse and maltreatment, and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, for example from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying, including prejudice-based bullying, than other pupils.

- The potential for pupils with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding, and being unable to distinguish between fact and fiction in online content.

The Headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the designated safeguarding lead (DSL) in collaboration with the SENDCO. At Beit Shvidler these are the same person: Mrs Beverley Blake is both the SENDCO and the DSL and Mrs Leah Glick, Headteacher, is the deputy DSL.

The school recognises that combining the SENDCO and DSL roles in one person gives a single, well-informed view of a child's needs and vulnerabilities. It also means that concerns about a pupil with SEND should be escalated to the deputy DSL where the SENDCO is unavailable, or where it would not be appropriate for the SENDCO to handle the matter.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and Headteacher will ensure that pupils with SEND are taught how to keep themselves and others safe, including online, and that the teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum, and recognises that high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We expect our class teachers to plan lessons according to the specific needs of all groups of pupils in their class, and to ensure that the needs of children with SEND are met.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils are based upon:

- Discussions between the class teacher and SENDCO.

- Analysis of the pupil's progress, using internal formative and summative assessments alongside national data and expectations of progress.
- Discussion with the pupil and their parents and carers.

The graduated approach

Once a pupil has been identified with SEND, the school employs a graduated approach to meeting the pupil's needs, through a four-part cycle of assess, plan, do, review, whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs.
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do**: implementing the agreed interventions and support.
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date.

The class teacher works with the SENDCO to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents and carers.
- The pupil's own views.
- Advice from external support services, if relevant.

A referral for assessment can be made by a member of staff or a parent or carer, or a pupil may self-refer. The views and targets of the parent or carer and the pupil will be sought.

Every pupil at SEN support and EHC plan level has a one-page profile, known at Beit Shvidler as a portrait. The portrait sets out the pupil's strengths, what is important to them, what helps them and what does not, and is shared with all staff who work with the pupil, in both Chol and Kodesh lessons. Portraits are reviewed as part of the graduated approach. Pupils at monitoring level may or may not have a portrait, depending on their needs.

The assessment is reviewed regularly, termly in Pupil Progress meetings and in between where necessary. Separate Chol and Kodesh Pupil Progress meetings are held each term with the senior leadership team, so that a pupil's progress across the whole curriculum is considered rather than the secular curriculum alone. The impact of interventions is reviewed after 10 to 12 weeks. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The school upholds the review date. If the pupil has achieved the outcomes and the intervention has been successful, the pupil may be moved from SEN support to monitoring level, or removed from the SEND register altogether. Where the pupil has not achieved the outcomes, the results of the intervention feed

back into the analysis of the pupil's needs, and changes to the intervention or the outcomes are discussed. The cycle may continue, building a history and a better understanding of the pupil's difficulties.

Where higher levels of need are identified, the school accesses specialised assessments from external agencies and professionals. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, they have not made expected progress, the school, in consultation with parents and carers, will consider requesting an education, health and care (EHC) needs assessment.

In-class support and intervention

In-class intervention takes the following forms:

- Class work adapted for small groups and individually when required.
- Teaching assistants working alongside the class teacher to support children with SEND individually or in small groups.
- Links forged between class work and interventions to ensure continuity of provision and to enable children to apply taught skills in all areas of their learning.
- Use of specific resources and strategies to support children individually and in groups, such as concrete and physical resources, use of a laptop, specially designed equipment and ear defenders.
- A personal workstation in the classroom.

The school also considers whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Timetabling of intervention

Beit Shvidler teaches a dual curriculum, and time for intervention is drawn from across that curriculum. Decisions about when a pupil is withdrawn for intervention are made on an individual basis, taking account of the pupil's age and the type of intervention required, and are made in consultation with parents and carers.

The school seeks to distribute the impact of withdrawal so that no pupil consistently misses the same subject, and to ensure that intervention time is proportionate to the benefit the pupil derives from it. Teaching assistants support pupils across the full school day, in both Chol and Kodesh lessons.

Pupils with English as an additional language (EAL)

The school is aware that there may be pupils for whom English is not their first language, and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school considers the pupil within the context of their home, culture and community, and looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

Beit Shvidler has Nursery and Reception provision on site. The SENDCO is the designated SENDCO for the Early Years Foundation Stage as well as for the rest of the school, which allows needs identified in Nursery to be tracked without interruption through Reception and into Key Stage 1. The school has also appointed a part-time Assistant SENDCO, Mrs Adena Kohn, whose focus is SEND in the early years.

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The school ensures that all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents and carers express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents and carers on how it supports children with SEND.
- Inform parents and carers when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing and reviewing provision and progress: the assess, plan, do, review cycle.

8. Admissions

Arrangements for the fair admission of pupils with SEND are set out in the school's Admissions Policy, which includes information about admitting children with special educational needs.

The school meets its duties under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents and carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents and carers of pupils with SEND from applying for a place.
- Ensuring the school's oversubscription arrangements do not disadvantage children with SEND.

Transitions into our school are arranged so that pupils can spend some time with their new teacher and classmates prior to starting. The Headteacher, SENDCO and class teachers are always willing to meet, by arrangement, with parents and carers prior to their child joining Beit Shvidler.

The school may challenge a decision to name the school in an EHC plan if it considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND, or that it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

9. Access arrangements for statutory assessments

Access arrangements are adjustments that allow pupils with SEND to demonstrate what they know and can do in statutory assessments without changing the demand of the assessment. As a primary school, the school considers access arrangements in relation to the phonics screening check and the end of key stage 2 national curriculum tests, in accordance with the Standards and Testing Agency's 'Assessment and reporting arrangements' published each year.

Access arrangements are based on normal classroom practice. The school will only apply an arrangement where it reflects the support a pupil ordinarily receives in class, and where the pupil would otherwise be at a substantial disadvantage. Arrangements considered include:

- Additional time.
- A reader, scribe or transcript, where the criteria are met.
- Rest breaks and supervised breaks.
- Modified or enlarged papers, and papers in alternative formats.
- Use of a word processor or other technology already used in class.
- A separate room or smaller group setting.

The SENDCO is responsible for identifying pupils who may require access arrangements, gathering the necessary evidence, making any applications required, and informing parents and carers. A pupil requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

Where a pupil transfers to secondary school, information about the access arrangements they have used is shared as part of transition, but an arrangement granted in Year 6 does not automatically carry over into Year 7.

10. Transition

The school is aware of the importance of planning and preparing for transitions between phases of education.

When a pupil moves from our school to another setting, we share information about that pupil with the new setting. This includes transitions to secondary school, special school or another primary school. We inform the pupil's parents and carers about which information will be shared as part of this.

All Year 6 pupils with SEND are discussed with the SENDCO from the receiving secondary school at transition meetings held in the summer term of Year 6. Our Year 6 pupils with SEND can be given the opportunity to pre-visit their prospective secondary school and meet with a member of staff, where this is beneficial to that pupil.

Where a pupil has more complex needs, a separate meeting may be arranged with the secondary school, the SENDCO, the parents and carers and, where appropriate, the pupil, to plan for secondary transfer.

Pupils with EHC plans transferring to secondary school

Where pupils have EHC plans, these are reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning and, where necessary, commissioning of support and provision at the new setting. For a transfer from primary to secondary school, the SEND code of practice requires the local authority to review and amend the EHC plan by 15 February in the calendar year of transfer, with the receiving school named in the amended plan.

The route to secondary school is different for a pupil with an EHC plan. Rather than applying through the normal admissions round, the parents and carers of a pupil with an EHC plan express a preference for a school through the local authority's SEN team, usually as part of the annual review held in Year 5 or the autumn term of Year 6. The local authority must consult the preferred school and name it in the plan unless the school would be unsuitable for the pupil's age, ability, aptitude or SEND, or unless the placement would be incompatible with the efficient education of others or the efficient use of resources.

The school supports families through this process by contributing evidence to the annual review, attending consultation meetings where required, and liaising with the SENDCO of the receiving school. Where the preferred school is an independent school, or a special school, different arrangements apply and the school will direct parents and carers to the local authority SEN team and to Barnet SENDIASS for impartial advice.

Most of our pupils transfer to Jewish secondary schools. The school supports transition for all of its pupils with SEND, whether or not they have an EHC plan.

11. Involving pupils and parents and carers in decision-making

The school is committed to working in partnership with all parents and carers in the best interests of their child, and provides an annual report for all parents and carers on their child's progress.

We have an early discussion with the pupil and their parents and carers when identifying whether a child needs special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions are added to the pupil's record and given to their parents and carers. We formally notify parents and carers when it is decided that a pupil will receive SEND support.

Where a pupil is receiving SEND support, the school regularly liaises with parents and carers in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, meets with parents and carers three times each year, that is, once each term.

The planning that the school implements helps parents and carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.

- Be easy for pupils and their parents and carers to understand, by using clear, ordinary language and images rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents and carers.
- Bring together relevant professionals to discuss and agree the overall approach.

Where the local authority provides a pupil with an EHC plan, the school involves the parents and carers and the pupil in discussions about how the school can best implement the plan's provisions. Where necessary, the school will facilitate support from an advocate to ensure the views of parents and carers are heard and acknowledged.

12. Funding for SEND support

Where additional pupil needs are identified, the school uses its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. The school uses its own budget to provide the majority of the resources and facilities needed to provide for its pupils.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the local authority to provide additional specialist support.

Some specific resources come through outside agencies, for example equipment such as standing or walking frames to support pupils with significant physical difficulties. On occasion the school secures resources by making applications to charitable organisations.

Where children have an EHC plan, we allocate resources appropriately and carefully in accordance with the provision stated in their plan. This may also include specialist support from outside agencies, for example speech and language therapy.

13. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and carers and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care, and to prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.

- Providing the local authority with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding the pupil's education, health and care needs, desired outcomes, and any special educational, health and care provision that may be required.

If, following the assessment, the local authority decides not to issue an EHC plan, the school will be provided with written feedback collected during the assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the local authority decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

14. Reviewing EHC plans

The school ensures that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. The school will:

- Cooperate with the local authority and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from local authority SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the local authority, keeping parents and carers involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents and carers.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and carers and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible, for looked-after children, combine the annual review with one of the reviews in their care plan, in particular the personal education plan element.
- Where necessary, provide or facilitate support from an advocate to ensure that the views of the pupil and their parents and carers are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the SEND code of practice, labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or Headteacher will request the local authority to conduct a re-assessment of a pupil whenever they feel it is necessary.

15. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupils' aspirations, interests and needs, and ensures that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next.

As a primary school, Beit Shvidler will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in wider community activity.
- Develop pupils' independence, self-advocacy and self-help skills at a developmentally appropriate level.
- Engage with secondary schools, as necessary, to help plan for transition.

16. Managing complaints

Complaints about SEND provision at our school should be made to the class teacher in the first instance. Following this, parents and carers are welcome to raise their concerns with the SENDCO. After this, the school's Complaints Procedure should be pursued; this is published on the school website.

The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) if they believe that our school has discriminated against their children.

Following a serious complaint or disagreement about the SEND provision being made for a child, the school will contact the local authority immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the local authority in responding to requests for information as part of procedures for disagreement resolution, mediation, and appeals to the SEND Tribunal. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND code of practice.

17. Staff training and improving practice

The school is committed to the learning and development of all its staff members, and training opportunities are provided and delivered in line with the school's continuing professional development arrangements.

Our SENDCO holds the National Award for Special Educational Needs Co-ordination (PG Cert). She has 20 years of experience as a primary teacher and extensive experience of working with children with SEND aged 3 to 11. The SENDCO works full time in the school to manage SEND provision, and manages a team of teaching assistants and higher-level teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in recognising and raising a concern about a pupil, and in supporting children with specific needs and learning difficulties.

The SENDCO assesses staff competencies and ensures that CPD provision allows staff to develop their awareness, skills and practice in identifying, educating and assessing pupils with SEND. The school also uses specialist staff for speech and language therapy, art therapy, occupational therapy, the Pyramid Club and the Beanstalk reading programme.

18. Use of data and record keeping

All information about pupils is kept in accordance with the school's data protection arrangements. The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, for example through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of the school's standard management information system.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as is reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the local authority and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents or carers, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents or carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

- To the headteacher of the setting at which the pupil is intending to start their next phase of education.

19. Publishing information

The school publishes information on the school website about the implementation of this policy. The information published is updated annually, and any changes to the information occurring during the year are updated as soon as possible.

The SEN Information Report is prepared by the governing board and published on the school website. It includes all the information outlined in paragraphs 6.79 and 6.83 of the SEND code of practice, and is a separate document from this policy.

20. Joint commissioning, planning and delivery

The school works closely with local education, health and social care services to ensure pupils get the right support. It assists the local authority in carrying out its statutory duties under the Children and Families Act 2014 by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.

Where pupils with SEND also have a medical condition, their provision is planned and delivered in coordination with the EHC plan and with the school's Supporting Pupils with Medical Conditions Policy. SEND support is adapted or replaced depending on its effectiveness in achieving the agreed outcomes.

21. Local Offer

Barnet sets out its SEND provision on the local authority website: https://www.barnetlocaloffer.org.uk/.

The school's governing board collaborates with and supports the local authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is collaborative, accessible, comprehensive and up to date. The school provides the local authority with information about its existing SEND provision and its capability to support pupils with SEND, to aid in the drafting of the Local Offer where required.

22. Monitoring and review

This policy is reviewed on an annual basis by the SENDCO, in conjunction with the Headteacher, Mrs Leah Glick, and the governing board. It will also be updated if any changes to the information are made during the year. Any changes made to this policy will be communicated to all members of staff, to parents and carers of pupils with SEND, and to relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction.

The next scheduled review date for this policy is **07 September 2027**.