

SEND Information Report 2017-18

Approved by: SLFA Committee

Last reviewed on: September 2017

Next review due by: September 2018

The following is intended as a brief summary for parents/carers outlining essential information relating to our Local Offer for students with Special Educational Needs attending Menorah Grammar School and the Darchei Noam Centre. It needs to be read in conjunction with our full SEND policy and the link to the local offer (supplied at the end of this report).

Please note that this information report and our SEND policy are not static documents but represent ongoing work.

Both our SEND policy and information report aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Menorah Grammar School we have a wide variety of strategies and mechanisms for meeting an extensive range of special educational needs. The school provides SEND support in the mainstream via SENCO support and where appropriate TA support in class.

The Darchei Noam Centre is a specialist provision within MGS providing long-term education to boys with moderate to complex difficulties. Students are taught in smaller groups and follow a bespoke curriculum, in meeting the requirements of the EHCP/Statement.

A pupil has SEND if they have 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 significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SENCo is Mrs Michelle Reeves m.reeves@menorahgrammar.barnet.sch.uk

The Head of the Darchei Noam Centre is Mrs Rachel Hanison r.hanison@menorahgrammar.barnet.sch.uk

How the school meets a range of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

How the school identifies and assesses SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All teachers are responsible for ensuring any potential SEND is identified as rapidly as possible. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

Once concerns are raised, the SENCo will ensure that students are assessed using a range of assessments. These tests will be used as evidence for exam concessions in public examinations and to target provision and differentiation to meet pupils' needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

How the school works with pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

As well as meeting regularly in the cycle of parents' evenings, parents of students receiving SEND support will have the opportunity to meet with the SENCo once per term to discuss their son's progress. Annual Review meetings are held for those students with an EHCP/Statement.

How the school assesses and reviews pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Menorah Grammar School makes detailed arrangements for supporting young people in moving on to the next stage of their education and preparing for adulthood.

Our SENCo and other key member of staff will gather information about prospective pupils from their primary phase or other settings during the admission process. Visits are made to the pupil's primary setting by members of staff to gather information, and assess how and whether the staff can meet the needs of the pupils. DNC pupils will also be invited to the DNC for an assessment day.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We believe that all students need the very highest quality of first wave teaching to meet all needs, which is even more critical for students with special educational needs. All classroom teachers are expected to plan learning using the full range of differentiation techniques and to monitor progress regularly and accurately, addressing any gaps in learning. For some students with SEND, the decision is made to supplement high quality teaching with TA support in class. TAs and classroom teachers work closely in joint planning.

Following the Graduated Response, we may also feel it is necessary to withdraw individuals or small groups for intensive support to ensure access to the curriculum. Such withdrawal is carefully planned to ensure minimal disruption – the length of time for the withdrawal will depend on the level of need and progress made.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- As far as possible, DNC students who are able to access the main school follow the National Curriculum. As well as core subjects (English and Maths), students are offered Vocational subjects such as Hospitality and Catering NVQ Level 1 and 2; Construction at Entry Level, and Plumbing and Electrical also at Entry Level

Expertise and training of staff

There is a high level of expertise amongst staff for the range of special educational needs presenting in our students. In addition to qualified teacher status, many staff have additional qualifications including at higher degree level in special educational needs etc

We have a team of teaching assistants who are trained to deliver interventions and who will support pupils in small groups and 1:1.

We take the ongoing training and development of our staff very seriously. In addition to the full induction of new staff, current staff receive regular updates on the best practice for meeting the needs of students with SEND.

Appraisal arrangements are in place to ensure that all employees, at all levels of our organization have access to the training they need to perform to the highest standard for the students in their care.

We have specialist staff employed for both Occupational Therapy and Speech and Language Therapy.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks

- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

How the school enables pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on a wide range of residential trips and visits. The DNC organises its own cultural trips on a regular basis which have included most recently a residential trip to Ireland and a Jewish heritage trip to Poland.

All pupils are encouraged to take part in sports day/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development.

All students on the SEND register have the support of Pastoral and teaching staff.

We provide support for pupils to improve their emotional and social development, for example encouraging them to take part in clubs to promote teamwork/building friendships. Students who require specific support with social skills take part in Social Communication Groups, in line with their provision.

We have a zero tolerance approach to bullying.

Complaints about SEND provision

Should a parent/s or guardian/s have a wish to complain in respect to the provision made for their child on the SEND Register, they should, in the first instance, contact the SENCo. Every effort shall be made to understand the nature of the complaint and measures taken, where possible to recognise the validity of the complaint and where necessary or possible, adopt an alternative working practise.

Where parents/s or guardian/s believe that their complaint has not been dealt with by the SENCo as they may have hoped, complaints should be addressed to Mrs Rachel Hanison, Head of Inclusion and then the headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

Barnet Local Offer

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Hackney Local Offer

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Haringey Local Offer

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

Brent Local Offer

<https://www.brent.gov.uk/localoffer>

Monitoring arrangements

This information report will be reviewed by Mrs Michelle Reeves, SENCo **every year**. It will also be updated if any changes to the information are made during the year.