# Inclusion Policy

# for Hertsmere Jewish Primary School

**Reviewed by Mrs A Waller**

**Reviewed in: September 2025**

**Date of Next Review: September 2026**

This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality.

**The aim of this policy is to ensure that we raise the achievement of all our pupils, regardless of their needs, ability, social backgrounds or ethnicity.**

**Inclusion means:**

- all pupils have a sense of belonging to their community
- all pupils are educated within their own communities unless there are compelling reasons to do otherwise
- everything possible is done to minimise barriers to pupils' learning at the earliest opportunity personalised provision will be supported to enable all pupils to achieve their full potential
- parents and carers will be active participants in the decisions affecting their child's education
- pupils' views are actively sought at all stages of their education

**Rationale**

Hertsmere Jewish Primary School values the individuality of all pupils and is committed to giving each child every opportunity to achieve the highest standards. This policy ensures equality of access and opportunity for all pupils, regardless of disability, age, gender, ethnicity, attainment, or background.

Teachers monitor pupil progress, analyse attainment across groups, and use this information to plan lessons that meet individual needs. Teachers are familiar with equal opportunities legislation covering race, gender, and disability.

**Teachers ensure that pupils:**

- Feel secure and know their contributions are valued.
- Appreciate and value differences in others.
- Take responsibility for their own ions.
- Are taught in groupings that allow all pupils to experience success.
- Use materials reflecting a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of learning styles.
- Have challenging targets that enable success.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

This policy should be read in conjunction with:

- Equality Scheme and Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy

It complies with the **Children and Families Act 2014**, the **SEND Code of Practice (2015, updated 2020)**, and the **Equality Act 2010**.

## Introduction

## Inclusion Aims and Objectives

Inclusion involves creating a sense of belonging for all school staff, parents and pupils. The government's SEN strategy emphasises:

Inclusion is about the quality of pupils' experience; how they are helped to learn, achieve and participate fully in the life of the school. (DFES: 2004)

This inclusion policy reflects the provision for potentially vulnerable groups which include girls and boys, minority ethnic and faith groups, travellers' pupils, asylum seekers and refugees, pupils with English as an additional language (EAL) including new arrivals, pupils who are looked after, pupils with medical needs, pupils who are disadvantaged, pupils who have free school meals; pupils whose attendance is causing concern and pupils with special educational needs and/or disabilities (SEN/D).

## Definitions

**Disability**

A person has a disability if he or she has a **physical** or **mental** impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This includes: sensory impairments, severe disfigurements, mental health problems, learning

**Special Educational Needs**

A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

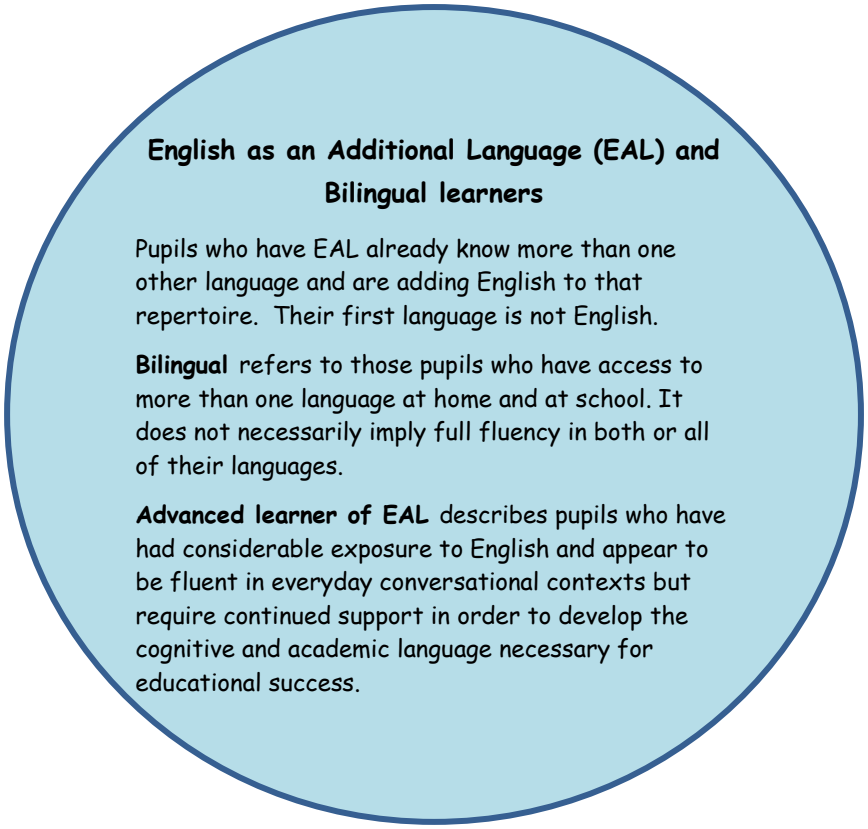
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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

Pupils will have needs and requirements which fall into at least one of four broad areas of need. Some pupils will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account.

The areas of need are:

- ★ Communication and interaction
- ★ Cognition and learning
- ★ Social, Emotional and Mental Health
- ★ Sensory and/or physical




**Objectives**

The school will:

- Plan and deliver lessons that personalise learning and meet the needs of all pupils
- Value and build on prior learning
- Plan ahead to identify potential barriers to learning and make reasonable adjustments to ensure that all pupils are achieving and participating fully in every aspect of school life
- Use Families First portal to support early intervention for pupils and their families
- Ensure that More Able pupils receive appropriate recognition, support and challenge;
- Use a variety of teaching and learning approaches and access strategies to enable all pupils to learn effectively
- Constantly monitor and evaluate pupil progress
- Monitor and eliminate all forms of discrimination, harassment and bullying
- Value and respect the linguistic, cultural and religious diversity which exists in our school and in our wider community
- Use systematic encouragement and specific praise
- Listen to pupils' views and encourage independence and self-assessment
- Promote the social and emotional skills of all learners
- Accelerate and expand learning wherever possible
- Exploit the potential of ICT and other learning resources
- Offer opportunities beyond the school into wider learning communities
- Use staff development to embed good inclusive provision across the school and in every classroom
- Work in partnership with parents and ensure effective communication and access to good information and advice in supporting their child's education

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our pupils achieve as much as they can?
- are there differences in the achievement of different groups of pupils?
- what are we doing for those pupils who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life?

Teachers respond to pupils' needs by:

- providing support for pupils who need help with communication, language, literacy and other curriculum area.
- develop pupils' understanding through the use of visual, kinaesthetic and auditory methods as well as varied other experiences.
- planning for pupils' full participation in learning, including physical and practical activities.
- helping pupils to manage their behaviour through stepped strategies and to take part in learning effectively and safely.
- helping pupils to manage their emotions, particularly trauma or stress so that they can take part in all aspects of learning
- helping pupils who are from a vulnerable group by providing the relevant support, this could be one to one tuition.

**Roles and Responsibilities**

Inclusion is a team effort. The Inclusion Leaders have a strategic role in co-ordinating inclusive provision for identified groups of pupils and in implementing and monitoring this inclusion policy. The following staff has key responsibilities:

- Inclusion Leader – Mrs Alison Waller
- Assistant Inclusion Leader – Mrs Tami Gold
- Designated Senior Person for Child Protection – Mrs Alison Waller, Deputy Head Teacher
- Deputy Designated Senior Person for Child Protection – Mrs Rita Alak-Levi, Headteacher & Mrs Tami Gold, Assistant Inclusion Leader
- Designated Teachers for Pupils looked after –Mrs Alison Waller
- Inclusion Governor – Mrs Judy Greenberg

The Inclusion Leaders are responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND and those pupils who fall into the vulnerable groups
- co-ordinating assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND and those who fall into the vulnerable groups

- supporting class teachers in devising strategies, drawing up Learning Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND and vulnerable pupils register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND and those who fall into the vulnerable groups through the use of school assessment information, e.g. class based assessments/records, end of year assessments and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the Inclusion Leaders in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- manages the day to day operation of this policy
- Liaise with colleagues and plan interventions for those at risk of underachievement
- supports and advises colleagues
- oversees the records of all pupils with SEND
- acts as a link with parents
- acts as a link with external agencies and other support services
- manages a range of resources both adults and material resources to enable appropriate provision to be made
- evaluates the effectiveness of the provisions and will adapt or change
- strategies if they are not working
- supports and advises colleagues
- writing the annual EHCP reviews for pupils with educational health care plans.
- Manage the deployment of support staff
- Reports to the Headteacher, SEND Governor and Governing Body
- Creating and updating the school's SEN Report
- Ensure that they are aware of effective practice within this field and regularly seek to improve her own knowledge through published and web-based sources
- Exemplify effective inclusive practice and advise staff on inclusive teaching and learning approaches and access strategies
- Liaise with Families First where it would be beneficial for a child and their family
- Support smooth transfer and transition between year groups
- Collaboratively plan and/or lead staff development meetings and update staff on new initiatives

**The Headteacher is Rita Alak-Levi.**

Is responsible for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues at regular Governing Body meetings
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- Ensuring that the statutory SEND information is displayed on the school website
- Initiate and oversee the development and regular review of the inclusion policy
- Establish a whole school strategy for inclusive education which includes the views of all groups of learners
- Check the quality of teaching and learning
- Keep the governing body fully informed about inclusion
- Establish effective systems for safeguarding pupils

**The Inclusion Governor is Mrs Judy Greenberg**

**The role of the Governing Body**

The Governing Body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND and those who fall into vulnerable groups
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEN Code of Practice (2015) and any future legislation and guidelines issued by the Government
- parents are notified and consulted if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they and the school as a whole, are involved in the development and monitoring of this policy.
- The SEND Governor ensures that all governors are aware of the school's SEND provision.
- The identified governor meets regularly with the Inclusion Leaders to ensure that the provision for the pupils is in place.
- Be fully involved in the implementation and review of the School's Equality Scheme and Accessibility Plan
- Check that the school is supporting the parents of different pupil groups

Class Teachers are responsible for:

- Meeting the needs of all pupils, including the more able and those with SEND and for providing an appropriately differentiated curriculum. They can draw on the Inclusion Leaders for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND and those who fall into the vulnerable groups
- involving and giving feedback to parents of pupils with SEND and those who fall into the vulnerable groups
- Share their planning and pupils' targets with support staff
- Utilise a range of teaching strategies to match pupils' preferred learning styles
- Use appropriate assessment to measure and monitor the progress of all pupils

Teaching assistants should

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and those who fall into vulnerable groups
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

All teachers are teachers of pupils with SEND and vulnerable groups and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's inclusion policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

**Special Educational Needs and Disability (SEND)**

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. An HJPS School report has been created (see Appendix 3) which states the provision offered to all pupils at HJPS.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all pupils in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching

approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

At Hertsmere Jewish Primary School we aim to identify these needs as early as possible to provide teaching and learning contexts which enable every child to achieve to the fullest of their potential.

### Assessment, Identification and Provision

The school understands the importance of early identification and that early effective provision will have long term benefits affecting the outcome of the child.

- The school uses a range of performance measures including teacher assessment and test results to monitor and review the progress of all pupils. It also tracks pupil's progress against local and national comparators. This information is used to establish pupil needs, identify underachievement and to ensure the effective targeting of resources to support these groups. The data is also used to review the impact of interventions and targeted support.
- Work samples, questioning, dialogue and observation provide further evidence to inform planning and teaching.
- Pupils are given effective feedback orally and in writing against learning objectives and success criteria and are involved in peer and self-assessment to help them to know what can be improved and how that improvement could be made.
- All pupils have individual SMART targets in writing and maths which are carefully tailored to their needs which are regularly reviewed and updated.

### Pupils with SEN/D

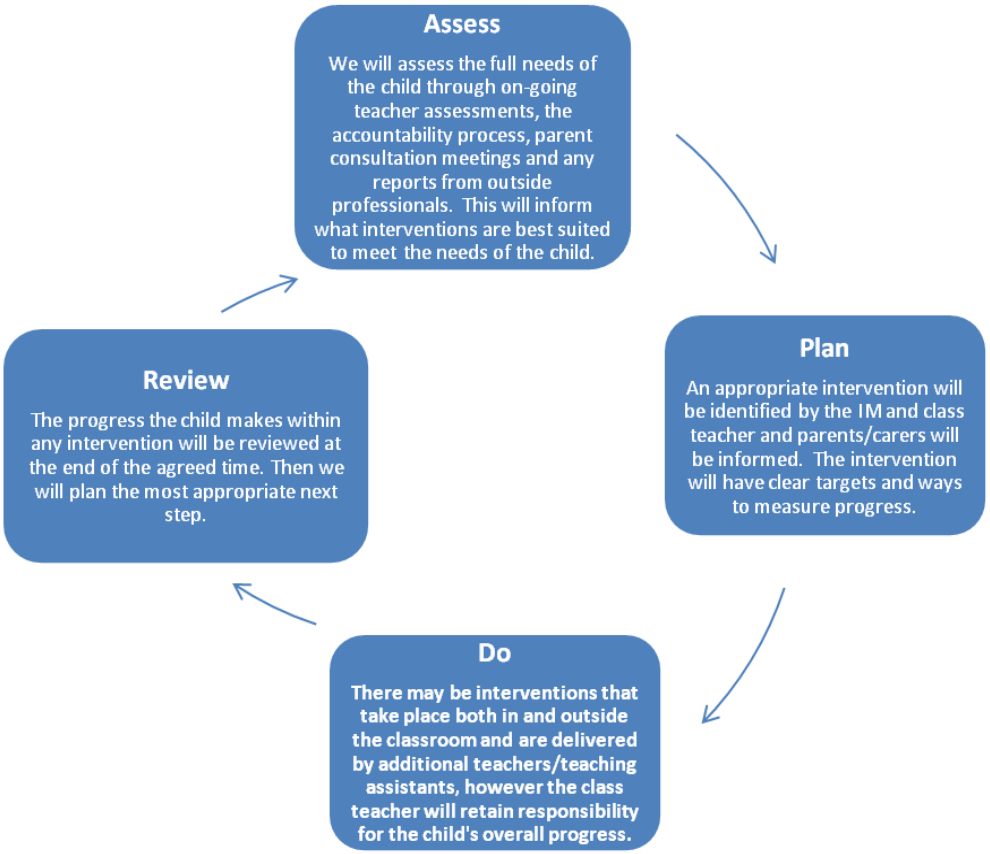
- Identification of SEN/D may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at HJPS.
- When a concern is evident the class teacher will liaise with the Inclusion Leaders, parents/carers and where appropriate the child, to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent despite having had access to differentiated learning opportunities, the pupil will be deemed as having Special Education Needs.
- The Inclusion Leaders will take the lead in gathering all appropriate information about the child and undertaking any further assessment of the pupil. Individual assessment of the child's particular strengths and weaknesses may be supplemented by standardised tests and/or diagnostic tests and in some cases referral to an outside agency. Assessment will also include a review of the learning environment, tasks set, teaching styles and strategies used.

There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In order to help pupils identified as having special educational needs, the school adopts a ***Graduated Response*** which matches the level and type of provision to the nature of the needs. The SEN Code of Practice (2015) describes a 'graduated response' as identifying and removing barriers to learning in order to put effective special education provision in place (see below).




The kinds of interventions within this 'graduated response' are as follows:

**Universal** – All pupils will benefit from:

- High quality learning through the provision of high-quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

**Targeted Support** – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the HT, DHT, IL, class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

**Specialist Support** – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into individual targets for the pupil.

Outside Agencies most commonly involved in supporting pupils, help us achieve inclusive practice and meet specific needs are:

- Health
- The Speech and Language Therapy Service
- The Occupational Health Therapy Service
- The School Nursing Service
- The Educational Psychology Service
- The Behaviour Support Service
- The Specialist Teacher for Speech, Language, Communication and Autism
- The Specialist Teacher for Hearing or Visually Impaired
- ADHD Nurse Specialist
- Parkside Specific Learning Difficulties Base (SpLD Base)
- Chessbrook Behaviour Support Base
- Colnbrook Moderate learning difficulties outreach service

Before making a referral to one of the specialised services to support a child with SEN/D the school consults with parents or carers and will always need parental agreement and often a signature before proceeding.

Where a pupil is receiving SEN support the school will meet parents termly to set clear goals, agree activities and support to help the child achieve, and review progress. Pupils who require intervention from outside agencies in order to support their progress are recorded on the school system as having special educational needs.

## Education, Health and Care (EHC) Plans

The majority of pupils and young people with SEN or disabilities will have their needs met the school through SEN support. In a small minority of cases, some pupils and may require an EHC needs assessment (Refer to the New Code of Practice June 2014) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. An EHC plan is a statutory document which outlines the provision required to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The school or parents are entitled to request the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce an ECH Plan.

## High Needs Funding

In a minority of cases and only when a pupil presents with needs which are so ‘exceptional’ as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure High Needs Funding (HNF). Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.

## Pupils who have EAL or are Bilingual

- Assessment opportunities for pupils learning EAL should take account of cultural, ethnic and linguistic factors.
- The school assesses the English language competence of bilingual beginners and newly arrived learners of EAL using a range of assessment tools. These are kept up-to-date by the class teacher.

## An Inclusive Learning Culture

In managing their classrooms, teachers consider the needs of all pupils and ensure that the classroom environment celebrates the inclusion of all pupils and helps everyone to learn. They ensure opportunities for demonstrating, developing and celebrating high levels of aptitude and ability. High quality teaching should be differentiated and personalised to meet the needs of the majority of pupils. Some pupils may require provision that is additional to or different from this and the school will endeavour to ensure that such provision is made for those who need it. All pupils are encouraged to participate fully, regardless of disabilities or medical needs.

All reasonable steps will be taken to ensure the inclusion of and to appropriately provide for pupils with disabilities. The school Equality Scheme and Accessibility Plan details our strategy for improving access to the physical environment; for increasing curriculum access and participation and for improving access to written information using alternative formats.

**Teachers will:**

- Impose no ‘artificial ceilings’
- Ensure learning objectives and success criteria are differentiated and understood by all
- Create a secure atmosphere in which everyone feels safe to explore, take risks, make mistakes and ask questions
- Create displays and areas that a highlight a ‘can do’ attitude and encourage expertise and deep interest in different areas of the curriculum
- Model appropriate language when talking about diversity, difference, SEN or disability
- Use curriculum materials and learning resources that reflect a range of social and cultural backgrounds and provide positive images of race, gender and disability
- Ensure that signs and displays reflect the whole community and that displays include work done by all pupils
- Recognise that the first language has an important and continuing role in the acquisition of additional language
- Use additional or specialised equipment for pupils with SEN or disabilities in a sensitive way
- Display visual prompts and use resources and personal aids to support all pupils in working independently
- Help pupils to view positively difference in others, whether arising from race, gender, ability or disability
- Consider the implications of personal or medical needs for teaching and learning, e.g. medication, toileting, pain
- Use positive behaviour management and ensure that class rules and routines and the school reward and sanction system are clear to all and differentiated according to need

- Provide clear and unambiguous feedback to all pupils to aid further learning
- Ensure all pupils are involved in assessing how well they are doing and setting their own next steps

## An Inclusive Curriculum

In order to ensure that inclusive strategies are used to secure curriculum access and to offer a broad and balanced curriculum to all pupils, the school has regard for the ***National Curriculum Inclusion Statement 2013***. The inclusion statement sets out three key principles for planning and teaching the National Curriculum.

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

We aim to ensure that teachers and teaching assistants know how individuals learn best and wherever possible adopt a range of multi-sensory teaching and learning approaches across the curriculum to secure interest and motivation. Through assessment, teachers will know the learning styles of their pupils and incorporate this information into their planning. Teachers may consider:

- Visual, auditory and kinaesthetic approaches to learning.
- The mixture of individual, pair, group and whole class work.
- Activities which reflect the range of interests and different learning styles of boys and girls.
- The mixture of teacher and teaching assistant directed work.
- Use of questioning and alternatives to questions, modelling, explanation and demonstration.
- Whether tasks should be long or short, open-ended or closed.
- Use of ICT and multi-media technology.
- Giving breaks between tasks
- Opportunities for pupils to ask and answer questions and to be actively involved in reviewing their learning.

## SEND Complaints Procedures

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Leaders.

In the event of a formal complaint, parents should follow the procedure in the School's complaints policy.

## Admission Arrangements

The admissions policy at Hertsmere Jewish Primary has due regard for the guidance in the Special Educational needs and Disability (SEND) Code of Practice 0-25 years (January 2015) and The Equality Act in Schools 2014 and will be modified in future in accordance with any new legislation or guidelines issued by the Government. There is no special unit for pupils with SEND.

Pupils from the nursery will have first priority in admission to the reception class. In admitting pupils to the nursery, the highest priority is given to pupils with SEND whose statement (or Education, Health and Care Plan, in future) indicates that placement at Hertsmere Jewish Primary School is appropriate. After that, preference is given to pupils for whom the school is appropriate on medical or social grounds. Either of these grounds must be supported by the relevant professionals and must be considered by the Governors to justify the application being treated with priority.

Pupils identified as having SEND prior to joining the school, will be matched to each class to ensure a balance of both provision and opportunity. Prior to being offered a place at the school, parents of pupils with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their child's identified needs. Advice from specialist support services will be sought to further inform the decision-making process. If the Headteacher feels the needs of that child cannot best be met by the school, the placement will be discussed with the SEN Governor and the LEA.

**Special Facilities**

Hertsmere Jewish Primary School is a single site school, with Nursery, Key Stage 1 and Key Stage 2 departments using the same building. The school is built on two levels with stairs and a lift from ground floor to first floor. The school is wheelchair accessible; there are disabled toilets on the ground floor.

**Pupils with disabilities**

Some pupils in our school have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. The school fully meets the requirements of the Equality Act 2010 [this replaced most of the Disability Discrimination Act].

The school is committed to providing an environment, within its resources, that allows disabled pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers modify learning and teaching expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these pupils:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;

- includes approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually-impaired pupils to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

## Curriculum Adaptation and Flexibility

Our school is committed to providing a broad and balanced curriculum that meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). We aim to make any necessary adaptations to ensure full access to learning without disapplying elements of the National Curriculum wherever possible.

We achieve this through high-quality teaching, effective differentiation, and the provision of appropriate resources and interventions. When necessary, we work in partnership with external specialists to tailor provision for individual pupils. Teachers collaborate closely with these professionals, parents and carers to ensure the best outcomes for each child.

In **exceptional circumstances**, where a pupil's learning needs cannot be met within the standard curriculum framework, the school may consider adapting or temporarily withdrawing specific elements of the curriculum. This would only be done:

- following detailed consultation with parents/carers, relevant professionals and the Local Authority;
- after ensuring all reasonable adjustments and support within the school's resources have been exhausted; and
- in line with statutory guidance under the **Children and Families Act 2014**, the **SEND Code of Practice (2015, updated 2020)**, and the **Equality Act 2010**.

Any such decision would form part of the child's **Education, Health and Care Plan (EHCP)** or individual support plan, ensuring that the pupil continues to receive a **broad, balanced and ambitious education** suited to their needs and aspirations.

### Allocation of resources

The Inclusion Leader is responsible for the management of the specified and agreed resourcing for special needs provision. The Headteacher informs the Resources Committee of the governing body of how the funding allocated to support special educational needs has been employed.

The school receives a SEND predicted needs allocation within the school budget to meet SEND needs. There is an LEA facility for schools to apply through cluster groups for exceptional needs funding for individual pupils in instances where additional support is required.

In addition, the school plans and provides for pupils with SEND from the main budget.

The details of how individual pupils receive support are recorded on their Individual Education Plans.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term.

The Headteacher is responsible for the delegation of the special needs budget to the Inclusion Leader. The Inclusion Leader is responsible for the deployment of the SEN support assistants.

**Partnership with parents**

The school works closely with parents in the support of those pupils with Special Educational needs. We encourage an active partnership through an ongoing dialogue with parents. The Inclusion Leaders and class teacher will meet regularly with parents and inform parents of any outside intervention sharing the decision making by providing clear information relating to the education of pupils with SEND.

**Arrangements for partnership with parents**

The school will always discuss with parents when their child is receiving help for SEN.

We have full and open consultation with parents. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. We involve parents in all areas of SEND provision e.g. planning, implementation of strategies and targets.

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in child's pupil's education.

All Learning Profiles and reviews will be copied and sent to parents after meetings. Ideas and materials for supporting learning at home will be discussed with parents and distributed on request. Home/School books, meetings and parent evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.

If parents have concerns, they should first talk to the class teacher and then if necessary contact the Inclusion Leaders. Parents are invited to attend and contribute their views to all review meetings.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

**Pupil Participation**

Pupils with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Learning Profiles, discussions about choice of schools and transition processes. They will be enabled to do this through a combination of pupil interviews, questionnaires, surveys, and self-evaluation (pictures, written answers). We recognise the importance of pupils developing social, emotional, personal well-being and communication skills as well as educational skills.

## Language needs

Specific support may be needed for pupils where English is not the home language and external support maybe required from the local authority. A differentiated programme of work will therefore need to be implemented.

All staff are responsible for identifying pupils with special educational needs. The Inclusion Leaders will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

## Links with other schools/transfer arrangements

The Headteacher will consult with parents prior to pupils starting Hertsmere Jewish Primary School. SEND concerns will be brought to the attention of the Inclusion Leaders. Where necessary, the Inclusion Leaders will arrange a further meeting.

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The Inclusion Leaders will make arrangements with the Inclusion Leaders of the secondary schools serving the school to ensure that effective arrangements are in place to support pupils at the time of transfer e.g. transferring records, supporting visits, verbal liaison, inviting staff to reviews.

Staff at Hertsmere Jewish Primary School are committed to sharing good practice with other schools/settings.

## Arrangements for Training and Development of all Staff Including Support Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the delegated budget each year, which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff. Special needs is included within the school programme of in-service training. In addition, staff attend training organised by the LA and other agencies.

## The Use Made of Teachers & Facilities outside the school, including Support Services

The Educational Psychologist visits the school regularly (number of visits specified by County), following discussion with the Inclusion Leaders as to the purpose of each visit. The LA Service for SEN visits to provide specific information, share resources and provide in-service training.

## Arrangements for monitoring and evaluation

The success of the school's inclusion policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Inclusion Leaders and subject coordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- regular monitoring of procedures and practice by the SEN governor
- review of the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Learning Profiles and targets, revise provision and celebrate success.
- SEND being a standing agenda item at all education sub-committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary