

Brodetsky Jewish Primary School Special Educational Needs Information Report

Brodetsky Jewish Primary School has a Jewish ethos and this guides our underlying principles and values. We are an inclusive school and work in partnership with our children, parents and other agencies to provide the best possible educational and personal outcomes. At Brodetsky, we have high expectations of all our children and it is our intention to ensure that every child leaves our school being the best they can be. Gaps and needs are identified early and therefore intervention and support is put in place at the earliest possible stage where needed.

All Special Educational Needs (SEN) is overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The Senior Leadership Team evaluate all special needs provision regularly throughout the year and report to the governing body on how individual needs are being met and also on how our top up funding is being spent.

Who should I contact if I have concerns around my child/young person?

Depending on the concern and need of your child there are many agencies to contact, for example, your doctor or health visitor. If your concern is around education then please, as soon as possible speak to your child's class teacher in the first instance. Each teacher can be contacted either through the school office on 2930578 or by email (firstname.surname@ljfs.org).

How will my child/young person be supported with their learning in school?

The class teacher

Teachers within Brodetsky Jewish Primary, treat all children as individuals and within their own class have an overall understanding of all their pupils needs. The class teacher, with the support staff, will plan and deliver an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources.

Individual Educational Plans (IEP's) and/or Individual Behavioural Plans (IBPs) are put in place. These plans are written collaboratively by the class teacher, parents and overseen by the SENCo and reviewed 3 times a year. Key assessments and observations are made to ensure children are on track to meet their targets and that planning accurately addresses need. Reviewing and evaluating individual's progress and plans frequently helps the teacher to inform and plan the next steps.

Who else may be involved with the support of my child/young person withinschool?

Alongside the class teacher, we also have dedicated TA's and support staff. Depending on the need of your child/young person, school, with your consent, may refer your child/young person to an outside agency to be involved if necessary, for example, speech & language therapists, Educational Psychologist, STARS team (autism specialists) etc. If the referral is accepted then an individual package will be placed around your child/young person.

We have a dedicated Speech and Language room, where children who have individual S & L IEP's, set by our school's speech & language therapist, can follow their programmes with a support staff member.

What is the role of the SENCo?

The SENCo, (Mrs Helen Biggs) is to co-ordinate all the support for children within school with special educational needs (including medical needs). The SENCo also liaises with all external agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology and Occupational therapists. Also making sure that you as parents are informed about the support your child is getting and that you are involved in the review process. (Contact details are helen.biggs@ljfs.org)

Who will monitor my child's progress?

Parents, families and our pupils are very much at the hub of everything we do and the decisions that we make. We see partnership work as lying at the heart of our school community. Parents can always make appointments to see their child's class teacher, to discuss any concerns that the child or parent may have. If necessary a further meeting can be held with the SENCo present. Teachers also meet with either Ms Jagger or Mrs Bhogal 6 times a year to discuss pupil's progress. Within these meetings individual data is discussed and any concerns are always flagged up. Parents are encouraged to engage in supporting learning in different ways and our teaching methods are available on the school website.

Our Special Needs and Inclusion policy is also available on our website which further explains the provision for children with special educational needs.

Staff in school are kept up-to-date with training, and work alongside other professionals, to develop their skills, knowledge and expertise in specific areas of Special Educational Needs. Support is sought from other agencies where necessary in order to maximise learning potential.

If necessary, what support will be provided for my child/young person's personal, social and health development?

As a school we recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health education) curriculum to support this development, this includes Social & Emotional Aspects of Literacy. However, for those children who find aspects of this difficult we can offer a nurture provision, run by trained teaching assistants. This is held in our Nurture room where these pupils need personal and quiet space. During playtimes we operate a 'buddy' system where the older children will play with the younger children and during lunchtimes twice a week we have a dedicated play worker who comes into school to deliver planned activities.

For further details and information of Leeds City Council's Local offer, please visit www.leeds.gov.uk or Google Leeds Local Offer