



תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA,
T: 020-8343-3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

בס"ד

Founding Principal:
Rabbi E Halpern רבי'ל הרצל

Menahel:
Rabbi S Roitenberg שליט"א

Headteacher:
Rabbi J Sager MA B.Ed NPQH FCCT

SEN INFORMATION REPORT 2020-21

Contact details

The Inclusion Leader (SENCO) is Mrs Heather Cohen. She can be contacted via the school office (020 8343 3568)

Identifying children & young people with SEN

We believe early identification of SEN is key. The definition of SEN as taken from the Children and Families Act 2014 is as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A child's needs may fall into one or more of the following categories:

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

Class teachers together with the deputy head and Inclusion Leader regularly monitor the progress of all children so as to identify those who are making less than expected progress.

This can be characterised by progress which:

- 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
- widens the attainment gap

Further details can be found in our SEND policy which is available on our website or from the school office.

Working with parents

We believe a close working relationship with parents is vital. When a concern has been raised regarding a child's rate of progress, parents will always be informed. The class teacher or Inclusion Leader will initially contact the parents to discuss any concerns and parents will be invited into school for a meeting.

Parents of children with IEPs (Individual Education Plan) and parents of children with EHCPs (Education and Health Care Plans) are invited to meet with the Inclusion Leader and class teacher on a termly basis. These parents receive a written copy of all plans and provision that is in place for their child.

Parents are encouraged to contact the class teacher or Inclusion Leader at any point if they have any concerns.

Wherever possible the child is involved in discussions regarding their needs and the provision they receive.

External professionals will also be invited into school to meet with the Inclusion Leader, parents, class teacher and pupil on a regular basis where applicable.

SEN Support

In line with the SEN Code of Practice 2014 the school follows a graduated approach. This is a four part cycle comprising:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. Parents are involved and consulted regularly as part of this process.

Tools used to evaluate the effectiveness of the provision include:

- Annual Reviews (for children with EHCPs)
- Individual education Plans (Termly meetings)
- Pupil Progress Meetings (Termly)
- Teacher observations and learning walks
- Target setting



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- Feedback from TAs and meetings with the Inclusion Leader
- Reviews of intervention

Every effort is made to educate pupils with SEN alongside their peers in the mainstream classroom setting. The provision will be tailored to the needs of the individual child and may include measures such as differentiation, in class adult support, small group teaching and one to one teaching.

Booster groups

These half-hour sessions take place every day throughout the week and are led by every teacher in the school as well as members of the Senior Leadership Team, including the Headteacher and Deputy Head.

Pupils are selected in advance by the teachers to come out of class for a half-hour booster session on a key area of Maths or English that they are learning. Progress is recorded and fed back to the class teacher. The class teacher of course still has ownership of these boys as pupils in their class. The groups have worked very well this term, we are making increased good use of teachers time and will continue.

External support

Where necessary the school will call in external professionals, having first consulted with parents and sought their permission. These professionals may include speech and language therapists, occupational therapists, advisory teachers and educational psychologists.

The school will, where necessary and having first sought parental permission, refer to outside agencies such as CAMHS (Child & Adolescent Mental Health Services).

Where behaviour is an issue the school will seek advice from Barnet High Incident Support Team (HIST).

The effectiveness of the provision is monitored on a termly basis and is amended as necessary.



All children are included in trips as well as residential visits. We provide Teaching Assistant support to enable this to happen where necessary. All visits are risk assessed and appropriate safety measures put into place.

Staff Training and Expertise

All staff are trained internally by the Inclusion Leader or by visiting professionals. In addition, staff are encouraged to attend specialist courses. The Inclusion Leader leads an INSET once a term to update staff on SEN related issues and to enable staff to share good practice.

The Inclusion Leader is an accredited Inclusion Leader . Several members of staff have had Team Teach training.

New Teaching Assistants are encouraged to go on the five day induction training offered by Barnet.

Where necessary we will liaise and work with a wide range of external services including:

- Educational Psychologist
- Speech and Language Therapy
- SEN advisory teachers (such as ASC or Behaviour)
- CAMHS/Primary Project
- Occupational Therapy/ Physiotherapy
- Health Services
- Social Services
- Dyslexia Specialist
- Art Therapist
- CBT Therapist

Equipment and Facilities to support pupils with SEN

We are a fully inclusive school which admits all pupils including those with SEN and disabilities. We have an internal lift which ensures all our classrooms are accessible and we have disabled toilets.

Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.

Appropriate support will be provided and all staff will undergo training.

Regular reviews will be carried out and these will include the pupil's views.



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Emotional, Mental and Social Development

The school works closely with parents and external professionals to support the emotional, mental and social development of the pupils. We run social skills groups and Lego Therapy to help children struggling with social and friendship issues. We have a CBT therapist come in on a weekly basis to work with pupils struggling with anger management and we have an art therapist who comes in twice a week.

We have set up buddy schemes and playground leaders amongst Year 5 to help any child who may struggle at playtime.

Transitions

We have close links with local schools and where necessary the Inclusion Leader will meet with the Inclusion Leader of the child's current/ future school to discuss their needs and devise a transition plan. We encourage all children to visit the school prior to starting. We may facilitate a phased transition to help the settling in period. We may also visit them in their current setting.

Social stories or transition books with photos of the setting and key members of staff help prepare them for life in their new school.

Transition sessions between year groups are arranged where the pupil can meet their new teacher and see their new classroom.

The Inclusion Leader is always willing to meet with parents and professionals prior to their child joining the school.

Complaints

In the first instance parents are encouraged to come into school to meet with the Inclusion Leader or Headteacher regarding any complaints they may have relating to their child's SEN. If necessary they will then be advised of the formal complaints procedure.

Further detail relating to the information in this report is available in our SEND Policy.

