Yesoiday Hatorah Multi Academy Trust

Yesoiday HaTorah Girls Academy and Yesoiday HaTorah Boys Academy

SEND Policy

Last update November 2026
Updated by: Mrs H Gross/Mrs Gitlin
Next review November 2027

Code of Practice

Yesoiday Hatorah Multi Academy Trust is strongly committed to both academic and social inclusion. We believe that all children at all ability levels are entitled to access the National Curriculum and develop their social skills in a warm, caring and safe environment.

As a school community we are immensely proud that in our most recent inspection 2019 we achieved an "outstanding" grade in all areas of school life inspected under *section 48.*

In our most recent Ofsted inspection, we achieved "good" in each individual area. These included Quality of teaching, learning and assessment, Personal development, behaviour and welfare, Outcomes for pupils and Early years provision.

"Leaders supplement the funding that they receive for pupils with SEND to ensure that they receive high-quality support to flourish at the school. For example, leaders employ professionals with specialist skills, such as speech and language therapists and play therapists, to ensure that pupils receive the support that they require to fulfil their potential. The leaders who are responsible for SEND are very knowledgeable and skilled. Their records and plans for individual pupils are exemplary. Leaders ensure that pupils with SEND make strong progress." (Ofsted report July 2019)

"Pupils with SEND benefit from strong support from committed and knowledgeable staff and so overcome their barriers to learning and thrive. Some pupils with acute needs work frequently in mixed-sex groups that are focused on meeting their particular needs."

"Pupils with SEND make excellent progress because of the carefully tailored and closely monitored support they receive from dedicated staff." (Ofsted report July 2019)

Providing excellent special educational needs provision is a vital part of the school continuing to maintain high standards for all pupils. The SENCO identifies four main areas of needs for children with SEN difficulties:

-Cognition and Learning

-Communication and Interaction

-Social, Emotional and Mental Health

-Sensory and Physical

SEN Department

Every school must appoint a teacher with overall responsibility for Special Educational Needs. This person is known as the Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for the implementation and review of the school's SEN policy and practice. At Yesoiday Hatorah we have two members of staff responsible for overseeing the different requirements for those children with Special Educational Needs.

- Mrs H Gross - SENCO Yesoiday HaTorah Boys Academy
- Mrs S Gitlin – Acting SENCO Yesoiday HaTorah Girls Academy
- Mrs D Fulda – Assistant SENCO Yesoiday HaTorah Girls Academy
- Mr Bamberger – SEN Governor

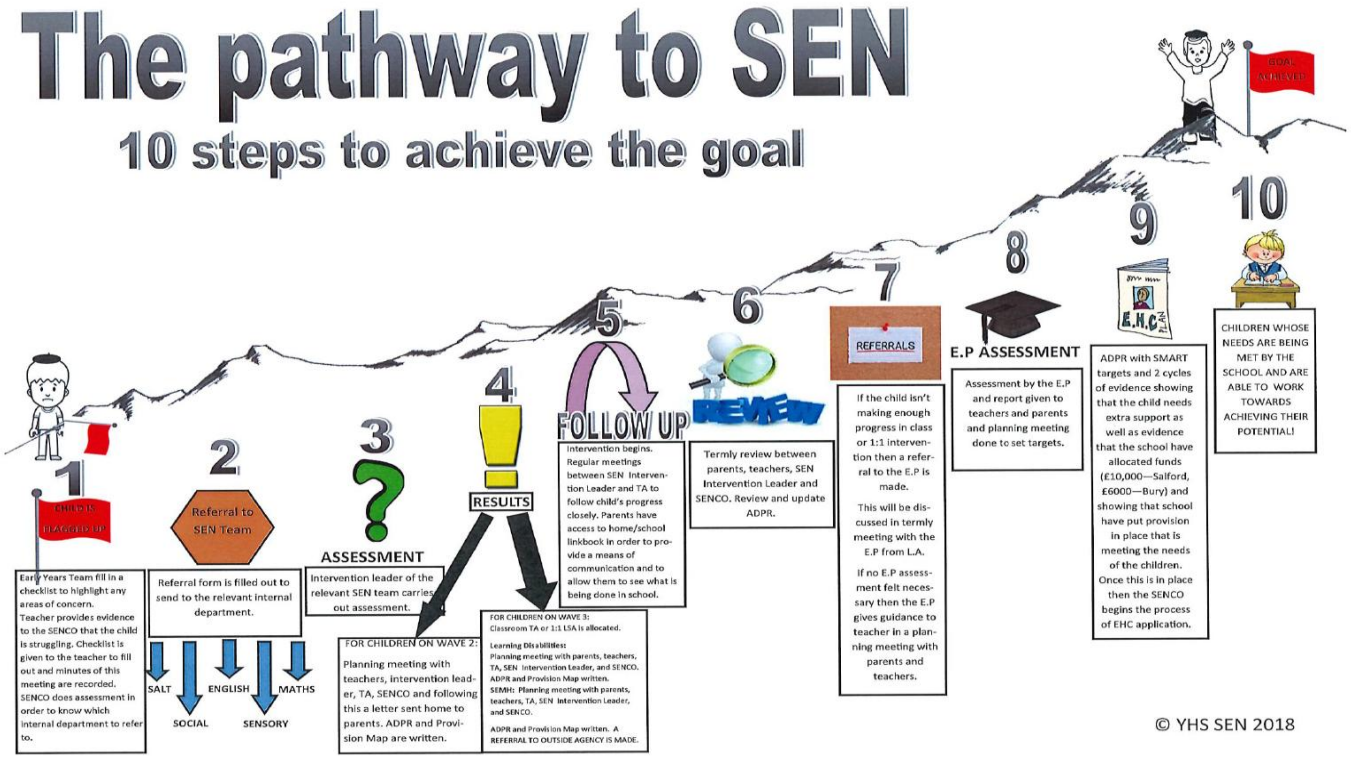
Identifying Special Educational Needs

As well as identifying Special Educational Needs, SENCO has the duty to implement effective safeguarding arrangements that reflect the additional vulnerabilities in pupils with SEN.

At Yesoiday Hatorah, if a parent or a member of staff thinks that a child may have special educational needs then the following steps are carried out as part of the Graduated Approach:

- The child's class teacher is contacted; they will then carry out observations and assessments. The teacher will then liaise with the SENCO and extra support will be provided for the child.
- If there are further concerns, then the teacher together with the SENCO will meet with the parents to discuss any further intervention that may be necessary, and how these changes and plans can be implemented at school, and where necessary at home.
- Follow up - The key for success with SEN children is:
  - To follow up the progress of each child every term.
  - To send letters to parents to inform them about the provision for their child.
  - To meet parents together with the class teacher.
  - To observe children and track the data.
  - To formally and informally assess the children.
  - To send to every teacher a provision map of their class in which the pupils' interventions are detailed with targets and outcomes for all teachers to know how best to support the children.

This process can be summarised in the illustration below created by Mrs Weisl, SENCO titled "The Pathway to SEN- 10 steps to achieve the goal"



The Pathway to SEN:

1. Child is flagged up – Early identification.
2. Referral to relevant internal department of the SEN Team.
3. Assessment.
4. Result to inform class level support or additional intervention. APDR and Provision Map is written. Planning meetings.
5. Follow up – throughout the intervention by SEN lead and communication with teachers and parents.
6. Review – Termly or by yearly review and update the APDR.
7. Referrals – If the child is failing to make progress, a referral to the EP is made or guidance from the EP is sought.
8. EP Assessment, report is shared, and a planning meeting takes place to implement recommendations.
9. APDR and 2 cycles of evidence showing high level of support. Begin process of EHCP application.
10. Children's needs being met and working towards achieving their potential.

Providing support for Special Educational Needs

The new SEN code

SEN Support

Once an additional need has been identified the Academy will use its resources and internal staff expertise to facilitate extra support for the child.

SEN Support Plus

If a child does not sufficiently progress under the guidance and support provided by the initial SEN Support in the Academy, then SEN Support Plus can be implemented. This is when the SENCO will discuss with the parents about receiving external support and guidance from other expert professionals.

EHCP (Education, Health and Care Plan)

When SEN Support or SEN Support Plus has had little or no impact on a child's progress and it is clear that the child may need more support than the Academy can provide from its own resources, the parent or Academy may apply to the local authority for a statutory assessment of the child's needs. The local authority will then make a more detailed investigation of a child's needs using specialist advice. Once this investigation has been completed the local authority will decided whether the child should be given an EHCP.

An EHCP is a legal document which sets out a description of your child's needs (what he or she can or cannot do) and what needs to be done to meet those needs by education, health and social care.

The Academy will then be provided with details of the provision that needs to be made for the child together with details and arrangements for the monitoring and review process.

Pupil Premium

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils staring from reception.

The Pupil Premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools use of the funding affects the attainment of their disadvantaged pupils.

Schools are held to account through performance tables which includes data on:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.
- The resources for Extra Curriculum to support the children with their motor skills, social and emotional needs.

Supporting the Children

At Yesoiday Hatorah Multi Academy Trust we believe that each and every child should be able to achieve their potential. It is important to always look at each child's needs individually in order to determine what support would be beneficial for each one. This is vitally important

as children often need a few different types of intervention in order to help them gain the maximum progression.

We understand the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously, it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment.

The Teachers Standards 2012 makes it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils"

SEN Code of Practice echoes this point as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff."

Academy Interventions

Yesoiday Hatorah Multi Academy Trust currently has the following interventions which are used across both Academies. Each intervention is led by a qualified member of staff together with SENCO, who meet constantly with teachers and T. A's and send home reports to parents to update progress.

The qualified members of the SEN department carry out Dyslexia and Dyscalculia screener assessments as well as other assessments in order to identify difficulties in various areas.

-English: YARC assessment and PHAB 2

-Maths: Numicon assessment and Breaking boundaries assessment

-Auditory processing:

-Social interaction: Alex Kelly assessment and GARS 3

-ADHD: Screener tools for teachers

This enables us to put the right intervention in place. However, if the assessments reveal more severe difficulties, then the SENCO turns to the Educational Psychologist for guidance.

1:1 or small group intervention in the following areas:

1. English

- It is delivered 1:1 or in small groups dependant on aims and needs.
  Resources Used:
- Little Wandle SEN Catch up Programme. This is one of the UK's leading literacy programmes which has incredible results in improving children's reading abilities. Flash start- special programme to develop fluency and Comprehension skills.
- Reading for meaning- this is a special programme to develop Comprehension skills.
- SNIP Literacy – This is an alternative programme which uses techniques involving recognising words through sight as opposed to phonics to help children overcome reading and spelling barriers and vastly increase their knowledge of high frequency words.
- Progressive Phonics.
- Wellington Square – A literacy programme which uses different techniques to improve reading and allow children to gain further knowledge and understanding.
- Reading for meaning – Intervention designed to support reading comprehension
- Clicker 7 – Multimedia English writing support for children who had identified with Symptoms of Dyslexia and Dyspraxia. Parents can access to this programme at home.
- Mind Map- special method to support children to remember names, events and recall information after Reading the story.
- Beat Dyslexia
- Multi-Sensory approach to spelling- doing it, seeing it, saying it, writing/drawing it. This approach will work for all children; it stimulates the visual, auditory and kinaesthetic pathways simultaneously.

2. Maths

- It is delivered 1:1 or in small groups dependant on aims and needs.
  Resources used:
- Numicon – Numicon is a multi-sensory approach, built on a proven strategy that raises achievement across all ability levels.
- Abacus- Helps every child master the national curriculum
- Number catch –up
- White Rose SEN track.

3. Speech and Language Therapy

- In-house speech and language therapist
- It is delivered 1:1 or in small groups dependant on aims and needs.
- Speech development
- Auditory processing
- Communication Skills
- Articulation
- Language Link- Speech and language programme used for all nursery and reception

4. Music and Art therapy

- It is delivered 1:1 or in small groups dependant on aims and needs.
- This helps pupils to develop their emotional and expressive language through art.
- Helps children to express any anxieties or emotions that they may be experiencing in a therapeutic informal way.

5. Social Interaction

- It is delivered 1:1 or in small groups dependant on aims and needs.
- Helps pupils to develop their social skills.
- Provides techniques for better peer interaction.
- Helps children with anger problems by providing them with a forum for discussion and subsequent coping techniques.

6. Working memory

- Cogmed programme: A delivered 1:1 computer-based programme for improving attention by increasing working memory capacity over a few weeks training period.

7. Special inclusion class named “Chavazelet” led by a Specialist SEN qualified teacher

Children are learning for up to two hours a day in a special classroom environment with specialised equipment, working on developing their fine motor skills, their sensory, their communication skills and self-regulation through a learning experience.

Our SEN Chavazelet programme has been implemented by the SENCO. This provision, housed within a special classroom, is targeted at integrating pupils with high needs. Students are engaged in educational activities with added focus on sensory integration and social skills. It is the SENCO's vision to use this environment to develop independent learning skills.

SENCO has designed a special curriculum for learners with SEND in Chavazelet. This may entail amending the National Curriculum and adjusting the information provided to individual learners in order to meet their needs.

SENCO monitors this special curriculum and assesses the learning and the development of the pupils with SEND. SENCO then reviews whether or not the pupils' outcomes are improving as a result of the differentiation and the additional provision tailored to their needs. The outcomes include all the following areas:

-Communication and interaction

-Cognition and learning

-Physical health and development

-Social, emotional and mental health

Chavazelet has created special resources and a specific timetable for the lessons in order to prepare the SEN children's next step in Education. This enables them to enter high school well prepared and also provides them with the elementary life skills they need to successfully integrate in the future in the community. This programme enables them to become independent learners as they learn metacognition strategies to develop their thinking, organisation and problem-solving skills which will help them to interact in adulthood.

The SEN department has developed a strong CPD structure which includes training, coaching, mentoring and visiting other providers in order to ensure that Chavazelet staff are well supported in their role of meeting the learners' needs.

Progress Monitoring

At Yesoiday Hatorah we believe in having an open channel of communication with our parents. If any issues or concerns arise then we encourage parents to make an appointment with the class teacher or SENCO to discuss their child's progress.

Children who receive school and external agency support will have a SEND Support Plan as per the Graduated Approach. This details a child's learning needs, the services the academy will provide and how progress will be measured. Support plans are reviewed regularly to

show what progress has been made, whether these targets need to be modified and what new targets should be set.

If a child is receiving SEN Support and has no external agency support, the academy will aim to meet with the parents bi-annually to discuss progress and future plans.

If the child is receiving SEN Support Plus or has an EHCP, the meetings can occur more frequently. There is also an annual review which looks at the child's progress against the aims set out in their EHCP to make sure that the provision and targets set in the EHCP are up to date and relevant.

The annual review should be attended by all parties involved with the child, SENCO, teaching staff, parents, outside professionals and the local authority.

The annual review also helps the local authority to decide whether the EHCP is still necessary, make modifications to the current plan or whether it is necessary to set new targets for the coming year.

CPD (Continuing Professional Development) / TA's Training

Yesoiday Hatorah Multi Academy Trust staff has been trained to be a Dyslexia friendly school. Every child in class should feel happy to be supported by his class teacher in order to achieve better.

YHMAT has allocated 3 members of staff to be trained as specialists dyslexia and dyscalculia teachers certified for SEN intervention: Mrs I Leitner and Mrs D Fulda for English and Mrs H Rotenberg for Maths.

Their qualification helps them to deliver in-house courses and train teachers and TA's to use different learning strategies to provide a successful inclusion for SEN children.

SENCO has allocated courses for teachers, CPD special courses to learn how to identify children who may show symptoms of Dyslexia, Dyspraxia, Dyscalculia and Social Communication. They learn how to use various strategies to help these children integrate successfully. Teachers have also been trained to write APDR's showing the tracking and the monitoring of the SEN children's progress.

The CPD courses which have been implemented in YHMAT are as follows:

English:
-Read Write Inc.
-Little Wandle
-Clicker 7
-Multi-sensory approach- spelling

-Metacognition

Maths:
-Numicon
-Maths no problem method for SEN children

Cognitive/ Organisation skills:
- Feuerstein method training
-Cogmed method/ working memory

Emotional, social and well-being
Attachment: Alex Kelly programme- social interaction
Anxiety: Lego Therapy
ADHD- curious cases of ADHD
Zones of Regulation

Speech and Language
Selective mutism
Flour method
ASD- Diagnostic

Physical:
OT- Sensory integration,

At YHMAT we pride ourselves on ensuring that our staff take part in regular in-house training sessions which are given by external professionals or internal curriculum leads. These can be refresher courses or are used to convey newly received information, policies or to share existing successful teaching methods as well as any new techniques or concepts which may have been introduced to the curriculum.

All teaching support staff are also being encouraged to complete a Level 3 diploma in supporting teaching and learning in schools.

The qualification covers the skills and knowledge needed when supporting teaching and learning in schools. It also covers how to work with others to achieve shared objectives when supporting the learning of individuals or groups of pupils.

Complaints about SEN provision

Complaints regarding SEN provision in our academies should be made to the SENCO in the first instance in order to set out one's views and secure SENCO's commitment to improve matters. If this does not resolve the issues, one should then write a letter to the

Headteacher explaining one's concerns and request an appointment to discuss the matter. If still unsatisfied, one should request a meeting with the lead governor for SEN in the Academy Trust. Should this too fail to deliver the anticipated outcome, one should contact the local authority or the Chair of the Multi Academy Trust.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the academy 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

Contact details for raising concerns

Mrs S Gitlin – YHGA SENCO (acting) – s.gitlin@yhmat.org.uk; 0161 773 6364 x291
Mrs D Fulda – YHGA SENCO Assistant – d.fulda@yhmat.org.uk : 0161 773 6364 x206
Mrs H Gross – YHBA SENCO – h.gross@yhmat.org.uk; 0161 773 6364 x275
Rabbi Dr J Yodaiken – Executive Head Teacher: 0161 773 6364 x289
Mr M Bamberger – SEND Trustee – governors@yhmat.org.uk
Mr D Sinitsky – Chair of Trustees – d.sinitsky@yhmat.org.uk

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Child Protection Policy
- Complaint Policy
- Confidentiality Policy
- Data Protection Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Pupil Premium Policy and report