

בס"ד



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**INDEPENDENT
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Special Educational Needs (SEN) Information Report

Updated: September 2026

Review Date: September 2027

כי נר מצוה ותורה אור

A love for learning. A love for Torah. A love for Israel. A love for each other.

We, at IJDS Academy, believe 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 (SEN) 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. The Independent Jewish Day School Academy aims to provide all pupils with strategies for dealing with their needs in a supportive and caring environment, and to give them meaningful access to the National and Kodesh Curriculums.

In particular, we aim to:

- Enable every pupil to experience success;
- Promote individual confidence and a positive attitude towards learning;
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is inclusive and adaptive, and that demonstrates coherence and progression in learning;
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and regularly review pupils' progress and needs (Assess Plan Do Review);
- Involve parents/carers in planning and supporting at all stages of their children's development;
- Work collaboratively with parents, other professionals and support services;
- Ensure that the responsibility held by all staff and The Board of Directors for SEN is implemented and maintained.

Relationship to other policies:

This policy should be read in conjunction with the following policies:

- Teaching & Learning
- Curriculum subject policies
- Assessment, (including recording and reporting to parents)
- The Accessibility Plan is an integral part of this policy.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Autism Spectrum Disorder (ASD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Stacey Sinclair, who has been working at the IJDS since November 2017. Mrs Sinclair achieved the NASENCO Award in 2019. She can be contacted directly on senco@ijds.co.uk.

Our Assistant SENDCo is Leora Gordon, who commenced this role in September 2026. She can be contacted directly on lgordon@ijds.co.uk

Who are the best people to talk to at IJDS if you think your child has difficulty with Learning, Special Educational Needs or Disability (SEND)?

The Class Teacher:

Each class teacher is responsible for:

- Planning and providing high-quality inclusive and adaptive teaching that responds to pupils' individual strengths, needs and barriers to learning, as part of the graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Learning Support Staff / Teaching Assistants:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Give feedback to teachers about pupils' responses to tasks and strategies.
- Regularly meet with SENDCO to help with the monitoring of SEND Pupils
- To support children in class or by withdrawing individuals and small groups
- To attend weekly TA meetings
- To attend SEND provision meetings to keep updated on strategies and provision for SEND children.

The SENDCo / Inclusion Manager: Mrs Stacey Sinclair

- Responsible for developing and reviewing the school's SEN policy and accessibility plan.
- Responsible for coordinating all the support for children with Special Educational Needs or disabilities
- Responsible for ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting either through the class teacher or provision meetings
 - involved in reviewing your child's progress at Parents Evening or provision meetings

- Liaising with all the professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Organise the assessment and interventions of pupils in the school. This includes advising the leadership team of what is necessary with regard to staff and resources.
- Assess, Plan, Do and Review the targets set for pupils and liaise with outside agencies where necessary.
- Organising staff training to enable teachers and TA's to support pupils with SEND.
- Overseeing and helping to design individual provision maps for SEND pupils.
- Meet with the SEND governor 3 times a year to keep them informed of what type of SEND and support are in the school.

The Assistant SENDCo: Mrs Leora Gordon

Leora Gordon is a qualified teacher and works as the school's Assistant SENDCo one day each week. She works under the direction of the SENDCo/Inclusion Manager and supports the identification, assessment and monitoring of pupils with SEND, the planning and review of provision, and the development of appropriate teaching strategies and reasonable adjustments.

She also works with teachers, teaching assistants, pupils and, where appropriate, parents/carers to support effective SEND provision across the school.

The Headteacher: Mr Yosh Radomsky

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

The SEN Governor: Mrs Janice Marriott

- Responsible for making sure that the necessary support is given for any child with SEND who attends the school.
- The SEN Governors challenge the Headteacher on progress measures to ensure all SEN pupils are making progress.
- Responsible for feeding back to the governing body regarding SEN.
- Responsible for meeting with the SENDCo / Inclusion Manager on a termly basis.

Parents

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
- This might involve the pupil:
 - Explaining what their strengths and difficulties are
 - Contributing to setting targets or outcomes
 - Attending review meetings
 - Giving feedback on the effectiveness of interventions

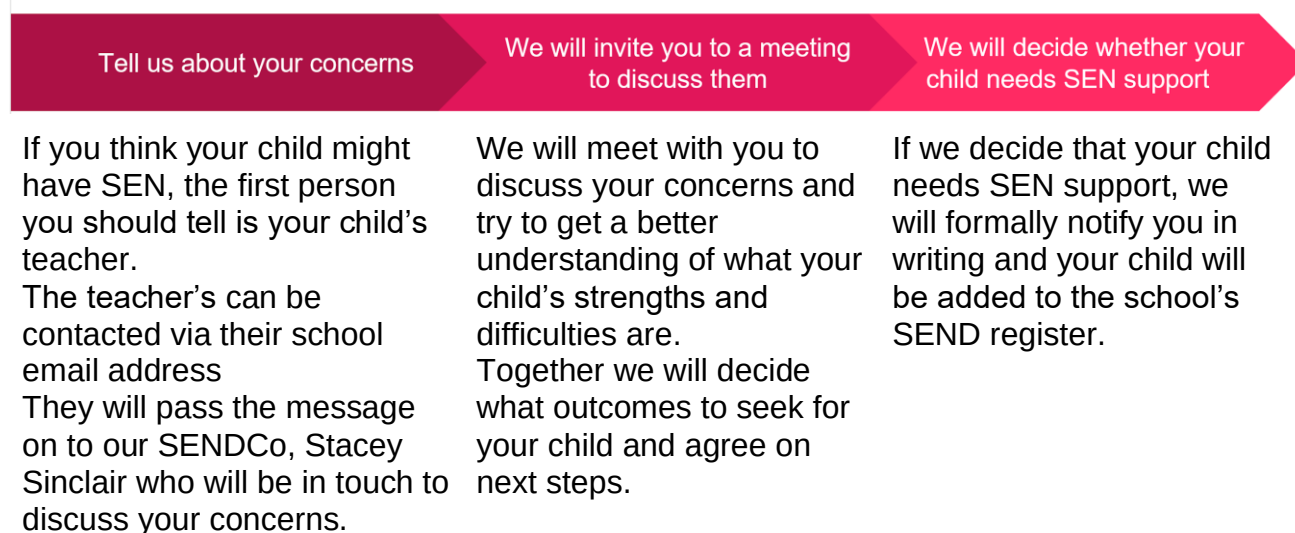
The pupil's views will be taken into account in making decisions that affect them, whenever possible.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- The Inclusion Advisory Team of teachers from Barnet
- Educational Psychology
- Psychotherapist
- Barnet Integrated Clinical Services (BICS)
- CAMHS – Clinical Psychology
- Speech and Language Therapy
- Occupational Therapy
- Social Services
- Child and Adolescent Mental Health Services
- Physiotherapy
- Early Years Inclusion Team
- Specialist Teaching
- Art / Play Therapy

3. What should I do if I think my child has SEN?



You can also contact the SENDCo directly.
senco@ijds.co.uk

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

At IJDS, we recognise that identifying a pupil's needs involves looking at the whole child. Identification of SEN is not based solely on academic attainment or progress. Staff consider a range of information to identify whether a pupil may be experiencing barriers to learning, participation or development.

We will consider:

- academic attainment and progress;
- communication and interaction;
- engagement with and participation in learning and wider school life;
- attendance and any patterns that may indicate an underlying need;
- sensory and/or physical needs;
- social and emotional development and wellbeing;
- independence and ability to access learning; and
- information and concerns shared by the pupil, parents/carers, staff and other professionals.

A pupil does not need to have a formal diagnosis before the school considers appropriate support or reasonable adjustments. Equally, lower attainment or slower progress does not, on its own, mean that a pupil has SEN.

- The progress and development of all pupils are monitored regularly by class teachers and the Senior Leadership Team through formative and summative assessments, observations and other relevant information.
- EYFS baseline assessments are used for younger pupils.
- Phonics assessment and screening are used in Year 1.
- The Senior Leadership Team and class teachers meet termly for pupil progress meetings to review the progress, development and needs of pupils.
- Where a pupil is making less than expected progress, is attaining significantly below age-related expectations, or is experiencing barriers to accessing, engaging with or participating in learning and school life, this may indicate an emerging or unmet need and will be explored further.
- Where a concern is identified, the class teacher will discuss this with the SENDCo and, where appropriate, the Assistant SENDCo. The views of the pupil and their parents/carers will also be sought.
- Teachers, together with the SENDCo, pupil and parents/carers, will complete an **Identification of Needs Document**, where appropriate, to help identify the pupil's strengths, needs and barriers to learning.
- Appropriate strategies, adaptations and support will be put in place and monitored by the class teacher, with support from the SENDCo and/or Assistant SENDCo.
- If concerns continue, a meeting will be arranged with parents/carers, the class teacher and SENDCo to review the pupil's needs, progress and the impact of support already provided, and to agree next steps.

- Where appropriate, additional support will be put in place and documented, together with the intended outcomes for the pupil.
- Parents/carers will be invited to termly Provision Meetings to review their child's provision, progress, outcomes and next steps.
- Where advice or support from external professionals is appropriate, this will be discussed with parents/carers and coordinated by the SENDCo.
- Where a pupil requires pastoral support, this may be identified by the pupil, parents/carers or school staff. Appropriate support will be agreed, implemented and reviewed.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. This will be reviewed half termly and will be discussed at meetings with parents a minimum of 3 times a year to discuss progress and collaboratively set outcomes for the following half term.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**. (APDR)

Assess

- The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs.
- The views of the pupil and their parents will be taken into account.
- The school may also seek advice from external support services.
- The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.
- For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

- In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.
- This information will be recorded on our APDR documents and will be made accessible to staff in an APDR document.
- Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

- The pupil's class or subject teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil.
- They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - The views of the parents and pupils
 - The level of progress the pupil has made towards their outcomes
 - The views of teaching staff who work with the pupil
 - The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.
- Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- The provision for these pupils is funded through the school's notional SEND budget.
- On the census, these pupils will be marked with the code K.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher and Senco will meet you at a minimum 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher or SENDCo by email or phone.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We believe in co-production and pupils' views will be gathered in ways appropriate to their age and communication needs.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Fill in a pupil voice survey
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our teaching and make reasonable adjustments in how we teach to suit the way the pupil works best. There is no 'One size fits all' approach to adapting the curriculum. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Curriculum adaptations to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching and making reasonable adjustments for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Scaffolding children's learning by recommended aids and manipulatives, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when it comes to reading and phonics or speech and language support
- Teaching assistants will support pupils in small groups within the classroom

We may also provide the following provision:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables
		Social stories
		Lanyards
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	word banks
		pre teaching vocabulary
	Moderate learning difficulties	word banks
	Severe learning difficulties	Access arrangements
Social, emotional and mental health	ADHD, ADD	1:1 support
	Adverse childhood experiences	Quiet workstation
	and/or mental health issues	Art Therapy
		Psychotherapy

Sensory and/or physical	Hearing impairments	Radio aid
		Baha
		Clouds
	Visual impairment	Limiting classroom displays
		evident stair edges
	Multi-sensory impairment	Multi-sensory room
		Sensory circuit
	Physical impairment	Hand exercises
		Chair for feeding

These provisions are part of our contribution to Barnet's local offer
<https://www.barnetlocaloffer.org.uk/>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly
- Monitoring by the SENCO
- Using provision maps to measure progress
- Pupil Progress Meetings
- IEP Meetings termly
- Holding an annual review (if they have an education, health and care (EHC) plan)

Provision/interventions are selected with regard to **evidence of effectiveness**, have intended outcomes and are changed or stopped where they are not having sufficient impact.

10. How will the school secure resources and support for my child?

The school will use its available resources to provide appropriate support for pupils with SEN. Depending on your child's individual needs, this may include:

- additional or specialist equipment and resources;
- additional adult support, where appropriate;
- adaptations to the learning environment;
- further training for staff; and
- advice or support from external professionals and specialist services.

The school uses its delegated resources, including its notional SEND budget, to support pupils with SEN and to make appropriate provision according to their identified needs.

Where a pupil's needs require provision beyond that which can reasonably be provided from the school's ordinarily available resources, the SENDCo will work with parents/carers, school staff, the Local Authority and relevant professionals to consider what additional support, resources or funding may be appropriate.

Where, despite relevant and purposeful action being taken to identify, assess and meet a pupil's SEN, the pupil has not made expected progress, the school and/or parents/carers

may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.

An EHC needs assessment is considered according to the pupil's individual needs and the provision required; it is not determined solely by the cost of the support being provided.

11. How will the school make sure my child is included in activities alongside pupils who don't 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 our school trips, including our residential trip in Year 6
- All pupils are encouraged to take part in all school activities including sports day/school plays/special workshops and assemblies
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.
- Meetings with parents and Risk Assessments will be completed beforehand to ensure that the child has a successful and meaningful learning experience.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our Equal Opportunities policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

We do not discriminate against admission of prospective pupils with a disability and prospective pupils with SEN

We work closely with the borough when receiving all prospective pupils whose EHC plan names the school. We will meet up with parents and external professionals to ensure that our setting is well suited and that staff are placed on relevant training to support the child.

A child with an EHCP will be admitted before any other places are allocated. As per the Admissions arrangements:

Any child with an Education, Health and Care Plan that names the IJDS will be admitted.

In the event of oversubscription, priority will be given in the following order:

1. Jewish 'looked after children' or previously 'looked after children' (within the meaning of section 22 of the Children Act 1989) who have received a Certificate of Religious Practice from the IJDS.

13. How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This school seeks to ensure that there is no discrimination against any sub-group within its community, be it because of gender, religion, race, colour or disability. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

All children are given fair opportunities. We provide risk assessments for children with disabilities according to our school building and for outings and off-site events.

We provide support for children with all disabilities. We have teachers who visit regularly from Barnet to check and review our setting.

Facilities included are:

- Special seats for eating
- Edges of stairs are clearly marked
- Use of Radio aids or larger print resources
- Use of a lift if stairs are not manageable

Training for Staff includes:

- Deaf Friendly classrooms
- Support for Visually Impaired students
- Support for Hearing impaired students
- Visits from OT and Multi-sensory team

Please see this in conjunction with our Accessibility Plan and Equal Opportunities Policy.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Eco Committee, to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by the Senior Leadership Team
- We offer Art Therapy run by a charity called Arts Therapies for children who need a safe space to discuss their emotions
- We offer a talk-based therapy lead by psychotherapist, Janine Tamman.
- We have a transition programme for Year 6's going to secondary school
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

- Prepare or update pupil passports
- Create a class at view handover sheet
- Pupils will be handed a transition booklet in the Summer term which includes details of their new teachers, classrooms and timetables.
- There will be a transfer of identified barriers, successful strategies, reasonable adjustments and current provision, so that the next teacher / setting can prepare before the pupil joins the class/ setting.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support. They will be invited to Annual Reviews and Transition Meetings in the Summer Term

Pupils will be prepared for the transition by:

- Visiting the secondary school
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Offered Able to Travel to support their independent travel

16. What support is in place for looked-after and previously looked-after children with SEN?

The headteacher, Mr Yosh Radomsky, will work with Mrs Stacey Sinclair, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Arrangements for complaints:

- Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class 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 SENDCo.
- For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.
- In the event of a formal complaint, parents are advised to contact the Headteacher.
- If for any reason the issue is not resolved, then it is appropriate to contact a SEND Director. The LA Parent Partnership Service is available to offer advice.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to work in partnership with you to support your child and your family.

Barnet SEND Local Offer

Barnet Council's SEND Local Offer provides information about the services, support and provision available in Barnet for children and young people with special educational needs and/or disabilities (SEND), from birth to 25, and their families.

The Local Offer includes information and advice about education and SEN support, Education, Health and Care (EHC) plans, health and therapies, social care and short breaks, transport, leisure opportunities and preparing for adulthood. It also provides information about how families can access services and where they can obtain further advice and support.

IJDS will signpost parents and carers to Barnet's SEND Local Offer and relevant local services where appropriate.

Barnet SEND Local Offer:

<https://www.barnetlocaloffer.org.uk/>

Local charities that offer information and support to families of children with SEND are:

- Chai Cancer Care <https://chaicancercare.org/>
- JWA <https://www.jwa.org.uk/>
- Camp Simcha <https://www.campsimcha.org.uk/>
- JDA <https://jdeaf.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Arrangements for monitoring and evaluation:

The school regularly monitors and evaluates the effectiveness of its SEND provision to ensure that pupils with SEND are appropriately supported and that provision is having a positive impact.

The effectiveness of SEND provision is evaluated through:

- monitoring classroom practice, including the quality of inclusive and adaptive teaching and reasonable adjustments;
- reviewing pupils' progress towards their individual outcomes and targets;
- analysing attainment and progress data for individual pupils and groups of pupils with SEND;

- considering wider outcomes, including attendance, engagement, participation, independence, social and emotional development and wellbeing, where relevant to the individual pupil;
- reviewing the impact of interventions and additional provision through the Assess, Plan, Do, Review cycle;
- reviewing provision maps and other individual SEND records;
- considering pupil voice and the views of parents/carers when reviewing the effectiveness of support;
- monitoring by the SENDCo, Assistant Sendco, Senior Leadership Team and SEND Governor/Director;
- considering advice and feedback from external professionals and Local Authority services, where appropriate; and
- using the findings from monitoring and evaluation to inform future provision, staff training and school improvement priorities.

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptive teaching** - teaching that is adapted in response to pupils' individual strengths, needs and barriers to learning, while maintaining high expectations and access to an ambitious curriculum.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Co-production** – working in partnership with pupils and their parents/carers to understand the pupil's strengths, needs and aspirations and to plan, review and evaluate the support provided.
- **Differentiation**- adaptations made to teaching, learning activities or resources to help pupils access learning. At IJDS, this forms part of our wider approach to inclusive and adaptive teaching.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Signed:



Mr Y Radomsky
Headteacher



Mrs S Sinclair
SENCO

Dated: September 2026