

Yesoiday HaTorah
Boys Academy
SEND Information Report
2024-2025

We aim to meet the needs of all children in school including those who have special educational needs, either throughout or at any time during their school career.

We have a collective commitment and responsibility to children at YHBA regardless of their ability, background or circumstances.

Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential.

YHBA will provide support for pupils across the 4 Areas of Need as laid out in the SEND Code of Practice 2014

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

YHBA will adapt and amend teaching and learning opportunities in order to meet the needs of all children.

Teachers use different teaching styles to plan work for all children.

If a child is not making appropriate progress the first port of call is for the class teacher to liaise with parents. Reasonable adjustments are made to the specific targets and the learning resources and environment.

The SENCO is then brought in.

She will liaise with parents and teachers and carry out observations in order to provide the best support for each child.

School will then with the agreement of parents –through phone meetings, virtual or face to face meetings or e-mails offer a variety of interventions to address the needs of the child.

The interventions address literacy, numeracy, social skills, fine and gross motor skills, Speech and Language, and emotional needs. Once a child has been allocated an intervention an action plan is shared with parents. Each child is assessed at the beginning of the intervention and then again at the end.

Wave 1

(Quality First Teaching)

All pupils in school receive quality first teaching which is also known as Wave 1. Wave 1 is the effective inclusion of all pupils in every day high-quality, personalised teaching. Such teaching will be based on teacher's plans following the National Curriculum.

Teachers use a lively, interactive range of teaching styles and make maximum use of visual and kinaesthetic teaching techniques **while adapting the learning when possible and when needed.**

Wave 2

If a pupil has needs which are related to more specific areas of their education, such as spelling, handwriting, English/maths skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted, catch-up provision to put pupils back on course, enabling them to work at age-related expectations or above. This will be led by a teacher, teaching assistant or learning support assistant with the support of the SEN Team, and is usually done in small booster groups or on a one to one if we have staff availability. Interventions at Wave 2 will be planned and reviewed by the SEN subject lead in conjunction with the class teacher regularly to ascertain the effectiveness of provision.

Wave 3

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at school, they may require support from an outside agency such as an educational psychologist, dyslexia specialist teacher or an Occupational Therapist. After an assessment is undertaken by the outside agency, a programme of support is sent to parents and is shared with the school.

School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals including CAMHS (Child and Adolescent Mental Health Services)
- Educational psychologists
- Occupational Therapists

Wave 3 interventions are a deeper intervention, offering more personalised solutions. They may be on a one-to-one basis or delivered in a group.

All children are tracked from the moment they start their educational journey at school. All new information is shared with appropriate staff so that we can continually meet the needs of our pupils.

Termly Pupil Progress Meetings are held with the school lead and each class teacher. Each child's emotional and academic progress discussed; provision is then put in place by the relevant team to ensure every child is making progress.

Those children who are not making appropriate progress are discussed **with the SENCO** and together with parental input school will put in place support using a graduated approach.

This can take the form of:

- modelling appropriate play
- one to one input to address the needs of individual children
- group interventions
- additional resources e.g. slanted writing boards, pen grips, fidget toys, visuals, task boards, coloured overlays, social stories, weighted blankets, 'move and sit' cushions, ear defenders, sensory circuit and a sensory box.
- a range of interventions including Numicon, Wellington Square, The Word Wasp, Toe by Toe, Plus One and Power of 2, RWI programme with all the multi-sensory resources that come with it. We also use Wellington Square, Precision Teaching. For spelling we use SNIP **and a Mnemonics program**, high frequency word lists and lots of multi-sensory activities.
- SALT support through a programme delivered by our in-house SALT and/or trained TAs.
- OT support through a programme delivered by our in-house TAs if available following recommendations of external OTs. We have the use of a Sensory Room and children have access to a 'Sensory Box' and visual sensory activity cards within the classroom providing sensory breaks and self-regulation opportunities within the classroom.

At YHBA we are able to provide facilities for children with Physical disabilities. We will make reasonable adjustment to make facilities accessible. The school has disabled toilet facilities and a lift.

We are able to provide an adapted balanced education for a wealth of needs including Dyslexia, Dyscalculia, MLD, ASD, ADHD, ADD, children with hearing impairments and those with physical disabilities.

Children who have an EHCP receive the appropriate support and strategies are put in place based on the EHCP advice.

All staff are provided with regular CPD to provide them with a wealth of knowledge related to SEND.

The school also addresses those children with Social and Communication needs through PSHE lessons, teacher-based support and Lunch Time Clubs. Children can access one to one /group sessions with our in-house SALT or with our in-house Social Skills Specialist. If this support is needed it is provided by school for children with high needs and for those children with EHCPs.

For those children with High level Emotional Needs we are able to offer Play Therapy with a Trainee Play Therapist, Mentors and support from the Pastoral Team.

We have a Sensory Room which is accessible for children who are identified as needing this intervention.

The child and the family are at the heart of the process.

If the professional advice identifies SEN, then the child will be placed on the school's SEN List and appropriate advice and support will be put in place.

Each child on the SEN List will have their needs detailed on the class Provision Map. This will be updated twice a year.

Children on the SEN List with high needs will have APDRs which will be updated at least twice a year. Here the child's view and parents view are recorded along with specific targets which are reviewed.

All staff involved with the child will have access to their APDR.

Our aim is for all children to undertake the SATs. Where there is a need, special requirements are put in place such as, short breaks, one to one, quiet side room, scribes and requests may be submitted to the local authority for requirements such as extra time. For those children who cannot access the SATs teacher assessment will be used for the final grading.

Chavatzelet Inclusion Class

Chavatzelet Inclusion Class provides intervention for children unable to access mainstream education due to sensory processing needs, inattention, communication impairments, social difficulties, and concentration difficulties. Chavatzelet focuses on helping children with social communication, problem solving, listening skills, patience skills, social skills and how to follow instructions.

All lessons are adapted to the individual and made accessible using visual aids, including a visual timetable. Classroom has minimal sensory disturbances (eg. Blackout blinds). No lesson is longer than 20 minutes to help concentration. Regular liaison between **the** SEN teacher and **the** mainstream teacher to ensure **a** holistic and consistent package for each child. Sensory Integration runs throughout all the lessons with the use of wobble/wedge cushions, shake-breaks, fidget toys etc.

The teaching is based on the TEACCH approach. This allows for individualised learning (can include class work), for improvement of independent learning, sustained attention, and fine motor skills. **It** provides children with an opportunity for multi-sensory play in a structured setting.

We also offer boosting groups for children in KS1 who require temporary intervention to help them bridge gaps of foundation literacy and numeracy **readiness** skills in a sensory friendly small group environment.

Children attend Chavatzelet for small parts of the day and the aim is always to build independent skills and reintegrate them into the main classroom.

Transitions can be a stressful time for many children especially those pupils with SEND. YHBA regularly liaises with the Kindergarten and the chosen High School.

In July Yr6 staff and SENCO meet with staff from the High School and discuss every child individually.

Prior to transitions all of Yr6 will have visited the High School of their choice and transition support packs will be put in place when needed.

We endeavour to make all transitions as smooth as can be.

At YHBA we evaluate the success of our department based on parent feedback, APDR outcomes and the outcomes of Pupil Progress Meetings.

All our SEND children are involved in the full varied and active life at YHBA.

The SENCO is available to advise and support parents and teachers at all times and she will liaise with staff and all outside agencies.

We are aware that there are times when families struggle at home and need opportunities to meet with Health Services and other agencies.

School is able to facilitate this support through Early Help referrals which involves getting parents, school and outside agencies together in order to support and help the child and family.

This is called a TAF – Team Around the Family and a TAC Team Around the Child.

The SENCO is always available to advise families about professionals outside school, but you may find the following numbers and websites useful:

SENCO

Hanna Gross -

0161 7736364

h.gross@yhmat.org.uk

YHBA is a Bury school and Bury Local Authority can offer a great deal of support to families who live in Bury – please look at Bury City Council's Local Offer.

Families living in Bury can access Bury Local Offer

<https://www.theburydirectory.co.uk/send-local-offer>

Families living in Manchester can access the Manchester Local Offer

www.manchester.gov.uk/sendlocaloffer

Families living in Salford can access Salford Local Offer

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Chai Cancer Care

<https://chaicancercare.org/about/who-we-are>

Chai Cancer Care provides expert support services to any member of the Jewish community affected by cancer, including patients, their families and friends. We call it the 'Chai family' because of the special warmth, commitment and care of everyone involved in supporting clients, whether in delivering services, admin, fundraising goals or strategic vision.

Hand in Hand

manchester@hih.org.uk

www.hih.org.uk/family

Family support sign up button.

Hand in Hand is a charity that arranges volunteers to assist members of the community who need help navigating difficult circumstances.