

Yesodey Hatorah Senior Girls School



Special educational needs and disabilities (SEND) policy

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Contents

1. Aims and objectives.....	2
2. Vision and values	2
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities	3
5. Definitions	3
6. Roles and responsibilities	4
7. SEND information report	7
8. Our approach to SEND support	7
9. Attendance.....	10
10. Safeguarding	10
11. Expertise and training of staff.....	10
12. Links with external professional agencies	11
13. Admission and accessibility arrangements	11
14. Complaints about SEND provision	11
15. Monitoring and evaluation arrangements	12
14. Links with other policies and documents.....	12
Appendix A – Accessibility Action Plan	13
Appendix B – SEND Procedures at YHS	16

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND to feel valued and to become confident individuals living fulfilling lives
 - Help pupils with SEND to overcome any barriers to learning and participation within the school
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parent/carers or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

The school is committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

The school believes in every pupil's right to curriculum access and is committed to the full integration of all pupils to ensure provision of a broad, balanced and relevant education to meet all individual needs. The *Kodesh* curriculum , in accordance with our ethos, is prioritised along with literacy and numeracy.

The school focuses on creating an inclusive environment, providing for pupils with a diverse range of difficulties, without regard to race, creed or disability.

The School provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Exceptional circumstances, which may affect access to the full curriculum, are dealt with on an individual basis in consultation with all concerned.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs M Halbershtam.

She will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the *Menahel*/headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the *Menahel*/headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the *Menahel*/headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the *Menahel*/headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the *Menahel*/headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parent/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mrs S Weiss; 020 8826 5500

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the *Menahels*/headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The *Menahels*/headteacher

The *Menahels*/headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Middle Leaders and Subject Teachers

Each Middle Leader is responsible to make sure:

- Curriculum planning makes provision for SEND pupils through ensuring Quality First teaching
- To review the accessibility of the curriculum for the SEND individual with the subject teacher, and adapt accordingly with guidance from the SENCO when necessary

Each subject teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers 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/carer, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents/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 provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND 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
- Given an annual report on the pupil's progress

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

6.7 The pupil

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 considered in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

The School's Quality First Teaching approach is tailored to the needs and abilities of all pupils, no matter how varied their needs are.

8.1 Identifying pupils with SEND and assessing their needs

Senior staff and the Support Team work closely with the SENCO to support as many of these needs as possible.

SEND Register

The SEND Register is updated every term. It is a vital source of information on pupils with SEND and is distributed to all staff at least twice a year. Teaching staff also receive a copy of the quality first teaching booklet, which contains advice on how to identify pupils giving 'cause for concern' and on techniques to support all pupils. SEND forms part of the induction programme for all new staff as well as all newly qualified teachers (ECTs) and all teachers INSETs.

The School will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. The School will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Subject teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

Areas of concern include:

- communication and learning
- cognition and learning
- Social, Emotional and Mental Health
- sensory or physical needs
- medical conditions

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents/carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Pastoral Support

Senior Staff manage the Pastoral Support Programme (PSP) in collaboration with the SENCO, and behavioural IPMs. There is an overall Pastoral Lead who monitors the emotional well-being of vulnerable students (without SEND) in the school.

8.2 Consulting and involving pupils and parent/carers

The School and the SEND team is committed to working in partnership with parents/carers and recognise the importance of parent/carer voice and the value of their contribution. Where possible, both parents/carers and pupils are encouraged to meet, discuss and review provision termly.

The SEND Department aims to ease the transition of pupils with SEND into secondary education. Parents/carers and pupils are encouraged to be involved in consultation at all stages and to pass on any relevant information to the Special Educational Needs Co-ordinator (SENCO). The first parent/carers' evening in the Autumn Term provides an opportunity to review the process of transition to Year 7.

Generally, when we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents/carers have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent/carer.

We will formally notify parent/carer if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. See Appendix B – SEND Procedure

1. Assess

The pupil's subject teachers and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. 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.

2. Plan

In consultation with the parent/carers and the pupil, the teacher and the SENCO 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 school network system, in staff area, and will be made accessible to staff in a school-based support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. 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 SENCO 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.

4. 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/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teachers and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parent/carer.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parent/carer.

If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies. This includes, but is not limited to academic progress as it can also include progress in functional or life skills

8.4 Levels of support

School-based SEND provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. 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.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Students and their parents/carers are strongly encouraged and supported to be active participants in this process. We have an expectation that parent/carers and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding termly meetings and annual reviews for pupils with EHC plans
- Fortnightly meetings with 1:1 staff and termly progress reports
- Getting feedback from the pupil and their parent/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

SEND is integrated into all staff induction. Specific training is sought where there are specific needs e.g. Hearing Impairment, ASD etc. SENCO regularly provides advice on adaptive teaching. Updates, briefings and advice are shared during fortnightly staff meetings.

Training will regularly be provided to teaching and support staff. The *Menaheles*/headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Wellbeing and mental health in schools (WAMHS)
- Education welfare officers
- Social services

The school provides access to a School Counsellor where needed. Additional support can be sought from *Ezer Leyoldos* (family support) and *Bikur Cholim* (health).

13. Admission and accessibility arrangements

The school is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

13.1 Admission arrangements

There is a separate application process for children who have an Education, Health and Care Plan. Applicants will receive an application form to complete from the Education, Health and Care Planning (EHCP) team.

13.2 Accessibility arrangements

Provision is made for pupils with specific needs. Refer to Accessibility Plan Action – Appendix A

The school is accessible for disabled pupils and has a lift for access to the first floor. There is a facility for braille/large print for Visually Impaired pupils, communication aids and devices for those with hearing impairments and assistive technology for pupils who struggle with reading and writing.

School delivers an inclusive curriculum including provision of additional support, resources, and adaptations as needed.

School is an inclusive environment and provides opportunities for all pupils with SEND. School aims to fully integrate them into all extra-curricular activities and reasonable adjustments are made to ensure they can partake in school outings and other activities.

reasonable adjustments to our teaching and assessment methods to accommodate the individual needs of disabled pupils.

14. Complaints about SEND provision

The school is committed to meeting the needs of all pupils. Parents/carers have the opportunity to seek advice and help at any time during the year from the SENCO, who operates an 'open door' policy.

Any parent/carer, who feels their daughter's needs are not being met, should make contact in the first instance with the SENCO, or alternatively their daughter's Form Teacher for problems other than learning difficulties.

However, should any parent/carer feel that their concern regarding special needs provision has not been addressed, the matter should be referred to the Head Teacher.

Where parent/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parent/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the *Menahel*/headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parent/carers

15.2 Monitoring the policy

This policy will be reviewed by the curriculum committee **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Attendance policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Appendix A – Accessibility Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school aims to develop confidence and knowledge for staff in delivering the curriculum to disabled students • We offer a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students 	Maintain and develop further existing good practice.	<p>Evaluate needs of incoming Year 7 students on an annual basis.</p> <p>Review and evaluate the needs of all other students on an ongoing basis.</p>	SENCo	July of each academic year.	<p>Staff are advised of the needs of new students with a disability.</p> <p>Appropriate action is prepared for each student with such a need.</p> <p>Appropriate response is generated when needs become apparent/carer during the year.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The school aims to:</p> <ul style="list-style-type: none"> • reduce physical barriers to inclusion • ensure accessibility for all disabled students to all teaching and other service areas • introduce all necessary physical aids to access the curriculum <p>The environment at Yesodey Hatorah Girls School is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Ensure the site access retains accessibility for the needs of all students on an ongoing basis.	<p>Monitor site facilities on an ongoing basis.</p> <p>Evaluate annually whether additional facilities need to be made available based on the changing needs of the student body.</p>	<p>Site Manager</p> <p>Headteacher</p>	<p>Ongoing</p> <p>May each year</p>	<p>Site maintained in excellent order.</p> <p>Additional works commissioned, if required, for the summer holiday period.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	<p>The school aims to:</p> <ul style="list-style-type: none"> • use suitable resources to enable disabled students to access written information • identify and implement best practice on delivery of information to disabled students • use suitable resources to enable visually impaired students to access the curriculum and all written information for students <p>This includes, as required:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Ensure all students have access to information as required.	Annual audit of needs for the student population.	SENCo	July each year.	<p>Information provided to staff about needs of new students.</p> <p>Provision in use for new and existing students to cater for needs for information delivery.</p>

Appendix B – SEND Procedures at YHS

