



SIDE SIDE

INCLUSIVE NURSERY AND SPECIAL NEEDS SCHOOL

School, Mechina & Mesivta Welcome Pack

2017-18



KEY CONTACT INFORMATION

Head Teacher:	Mr Gerald Lebrecht
Head of Kodesh & Safeguarding:	Mrs Wilhelm
SENCO:	Mrs Junger
Senior Management Team	Mrs Lichtenstein, Mrs Schiffer
Chair:	Mr Jacob Sorotzkin

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SIDE BY SIDE STATEMENT OF CORE VALUES

Side by Side aims to:

- Provide an outstanding Torah and secular education for **all** children irrespective of their level of needs.
- Enable children with special educational needs to become independent and valued members of our community who have high self-esteem and the ability to build happy relationships with others.
- Support families of children with special educational needs, communicating with honesty, respect, professionalism and understanding.
- Raise community awareness and acceptance of children with special educational needs.
- Provide a working environment where staff are a team who treat the children and each other with respect, offer support to each other, communicate openly and develop skills to fulfil their potential as educators.

We aim to ensure that each child:

- Is in a safe and stimulating environment – This includes ensuring all our staff are aware of our policies regarding behaviour management and bullying.
- Is given generous care and attention through our generous ratio of staff to children.
- Has the chance to join with other children and adults to live, play, work and learn together
- Is helped to take forward her/his learning and development, by being helped to build on what she/he already knows and can do



- Is in a setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers

Side by Side welcomes all children with special educational needs into our school, children who are applying for a place must have an EHCP/Statement with the placement approved by the Local Authority. We believe that the unique blend of its Torah Ethos together with a wide educational and therapeutic programme provides the environment where the children can flourish in a setting that can relate to their experiences and practice at home and in the community.

As part of the intake process, the school will work closely with the prospective pupil, parents and the Local Authority. An assessment is made to ensure that we are able to offer an appropriate placement and we are able to meet the needs of the pupil. Our full Admissions Policy is available from the school office on request.

Key Stage 1 and Key Stage 2 (Primary) Classes

Reception Class 1 (EYFS & Key Stage 1)

Our Reception is led by a class teacher and supported by a high ratio of Teacher Assistants (TAs). Whilst continuing to encourage the children to learn through play, the class is structured to assist with the transition from a nursery to a school classroom that also focuses on delivering literacy, numeracy, topic based learning and Kodesh (Jewish Studies). The children will continue to be supported with their social, personal and life skills development.

This class is designed to help both the children who are preparing to move into a mainstream setting as well as those children who will probably move through the different classes at Side by Side.

Reception Class 2 (EYFS & Key Stage 1)

The class supports children who have complex and multiple learning needs. The programme is tailored to meet the individual needs of each child and will often integrate their therapeutic objectives within all their learning experiences. The curriculum has been specially designed to provide multi-sensory approach in all the learning opportunities. Where appropriate, we ensure that there are opportunities for the children to participate in integrated activities with EY3 Class where mainstream and children with SEN learn and play together.

Class 1, 2 (Key Stage 1)

This class supports Key Stage 1 children and is similar in structured to the Reception Class which provides the familiarity of routine for them. At the same time the teachers will continue to focus on moving the class forward in their core learning skills.



Class 3 & 4 (Key Stage 2/3)

The class supports Key Stage 2/3 children who have a range of moderate to complex learning needs. The lessons take place in small groups and taught by the class teacher. The teacher is supported with a high ratio of TAs to ensure all the children are able to access the curriculum as well as their personal needs continuing to be met. With a group framework the teachers work to personalise the learning especially in the core curriculum areas of Kodesh, Numeracy and Literacy. This has enabled us to mix the children around enabling the teacher to tailor the programmes to their particular strengths.

Class 4 (Key Stage 2/3)

The class supports children who have complex and multiple learning needs. The programme is tailored to meet the individual needs of each child and will often integrate their therapeutic objectives within all their learning experiences. The curriculum has been specially designed to provide multi-sensory approach in all the learning opportunities.

Mechina Class (Key Stage 2/3)

The daily routine has been specifically structured to reflect a learning environment similar to that of schools, their siblings and community attend. This helps enhance the children's self-esteem as they feel they are in a similar learning environment to their siblings.

The Kodesh programme is taught in the morning with Rebbes leading the sessions. The morning schedule includes Davening and Jewish Studies learning where the children are encouraged to learn in pairs, with the appropriate Rebbe support. The Chol (secular) sessions offer a range of learning experiences that reflect the different areas of the National Curriculum. As the children reach Key Stage 4, as well as continuing to focus on their numeracy and literacy skills, they are introduced to a variety of ASDAN nationally accredited courses to extend the pupils' experiences and opportunities for work/vocational experience, community based experiences and other life-skills programmes.

Mesivta Programme (Key Stage 5)

Our Mesivta programme has been designed to encourage and support the students to become more engaged within the community and prepare to be economically active young adults when they finish school once they are 19.

For most students, they will start the day in the community at a local synagogue for morning prayers, will plan their own breakfast which is then followed by a Kodesh learning programme. The students who require a higher level of support a full programme will be offered at school.



The Chol programme will continue supporting their numeracy and literacy skills through a functional skills programme and could lead to accreditation for some pupils as well as continuing with their relevant ASDAN programmes to help prepare them in vocational, work and life skills. There are also opportunities for work experience placements for the young people.

ASDAN Employability – This qualification provides a framework for developing and recognising general employability skills and is offered at different levels to reflect the specific needs of the students. Modules include work standards, applying for jobs and customer care.

ASDAN Bronze Award - offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. The award offers opportunities for the young people to develop a range of life skills. Modules include communication, health and survival and home management.

ASDAN Transition Challenge provides a framework of activities to develop and accredit independent living and personal skills. Modules include making choices, feeling good and moving forward.

Integration

Once a child has settled, a review with their class teacher will assess whether it would be beneficial to introduce integration into their programme. The school will work closely with parents and arrange with a local community school for the children to integrate for some sessions. This will be reviewed on a regular basis and will form part of the discussions at the Annual Review.

Class Staffing Structures

In every class, the teacher will be supported by a number of TAs (Teaching Assistants). With the very small class groups and the current levels of needs within the groups, the TAs will work with all the children under the direction of the teacher or therapists. In exceptional circumstances a child will have a 1:1 support provided throughout the day.

The Curriculum

The programmes are guided by the Torah principles for חינוך and the Kodesh programme is integration within the secular learning that broadly reflects the range of topics covered within the National Curriculum. The curriculum is structured to offer the opportunities for the children to engage in and understand that we are part of a wider community, develop an



understanding of British Institutions and rule of law as well as the importance of understanding people of different faiths and beliefs and the way we must show mutual respect and tolerance to all people.

Kodesh Curriculum

Under the leadership of our Head of Kodesh, a comprehensive learning programme has been developed that reflects the weekly (Sedra), the yearly Jewish cycle of Yomin Tovim (festivals) and Yedia Klolis (general knowledge).

All the children Daven (collective worship) in the morning and some classes will Daven Mincha in the afternoons. This is a taught session with the Rebbe/teacher extending the prayers when the children are ready.

Hebrew Reading

We have developed a programme to teach the children to read the Aleph Beis and will send home revision work and notes for the parents to consolidate this work. When the children are able they will have the opportunity to study some of the topic in the text.

Special Activities

Throughout the year, the children are able to join in with a range of special activities that reflect a special event that may be approaching whether a Jewish festival or one that reflects their current topic, opportunities to meet and learn with other children, engage with the wider community and be part of significant national events.

Numeracy and Literacy

Learning to read and manage numbers is a core area of focus for the children. Numeracy and Literacy is timetabled throughout the week to ensure the children are given the opportunities to develop in these key skills. In addition, all other areas of learning will have literacy and numeracy integrated into the learning opportunities.

Three Year Topic Cycle

We follow a three year cycle of topics that are taught in the classes. This allows us to monitor and provide a range of learning experiences that cover the different curricular areas of the National Curriculum. PE, Music and Arts & Crafts will either be integrated within the topic being taught or as free standing lessons.



Life Skills are very important for the children to develop and throughout the week opportunities will be made available for the staff to support them. This can range from teeth brushing, road awareness and personal hygiene session.

Encouraging Positive Behaviour

For children to effectively learn and make progress it is vital that the behaviour of all the children do not create a barrier to learning. For some children this can be a significant challenge and we will work together their parents and other professionals to develop a behaviour programme will provide the support and encourage positive behaviour.

Homework

We will send homework on a regular basis for you to work with your child. It will always be something that they have covered in school and should not take too much time. Please feel free to feedback to the class teacher either on the work or through the link book.

English as a Second Language

Our policy is to integrate all new children into the classroom as quickly as possible, even where the home language is not English. Our staff support all children and ensure they are fully included in all activities and understand what is required of them.

We have some bilingual teaching assistants (Yiddish and Hebrew) who can also support the children. Where it is found that a child is finding learning English difficult we will put in a range of interventions to support them.

Therapy

We are able to provide in-house **Speech & Language, Occupational and Physiotherapy**. The level of therapeutic input will depend on the statements and their particular needs. In addition to the direct therapy, the therapist is allocated indirect time to support staff, plan programmes and other resources. We are also fortunate to have received some additional charitable funding to the school to offer **music therapy** to some children who will benefit from this therapeutic intervention.

Therapy is delivered through 1:1 sessions, small groups and/or advice from the therapist in the classroom. Wherever possible, a teaching assistant will attend the sessions so that the programmes can be carried over and consolidated throughout the week.

Where your child has additional therapeutic input outside of school we encourage and are happy to welcome them to visit and meet with our therapists so that we can work together.



Assessment and Monitoring Progress

We regularly assess the children as to the progress they are making. This could include information from observing them in the school, review and marking their work, tests etc. The teachers also write evaluations following their lessons recording the progress the children and the areas that need further learning. The IEP and therapy targets are reviewed and updated periodically over the year.

Over the school year there are a number of opportunities to discuss the children's progress. These include the Annual Review, an annual report sent out in July and parents' evenings over the year. We also monitor the progress of all the children across the classes to ensure that as a school we can track the progress all the children are making.

Pupil Achievement

By the end of Key Stage 4 & 5, pupils will have worked to try and achieved a number of ASDAN qualifications. The children are entered for the courses that match their needs. These include the Transition Challenge Programme, Youth Awards and Employability. Our students have worked within the Bronze Level Award in the Youth Awards and Entry 2 for Employability.

Our pupils of all the key stages have consistently achieved and made progress in all subject areas specifically with respect to Numeracy & Literacy skills.

Working with Parents

Our setting recognises parents as the first and important educators of their children. Our staff work as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents. Some children will have 'link book' that is sent home each day highlighting specific areas agreed which could include learning, social, personal care and life skills. Parents are encouraged to write in the 'link book' if they have any comments or queries.

If there is anything you wish to discuss, please feel free to call the school and they will organise for you to speak to the teacher.

Illness and Emergency

If a child in our care becomes unwell and we are concerned about their welfare and the welfare of our other children, we will contact parents and request that they collect their child.



If a child runs a temperature over 37 C (98.4 F) they should be kept at home until 24 hours after the temperature has returned to normal.

In the case of a serious accident or illness occurring, the parent/carer will be contacted immediately, along with appropriate medical or emergency professionals, in line with our first aid policy. In the unlikely event of the parent not being available, a senior member of staff will take charge and if necessary accompany the child to hospital.

Each year you will be asked to complete with a medical/emergency form to ensure that we have up to date contact details as well as any medical information and emergency procedures we should be aware of.

Infectious Diseases and Medication

It is our policy to encourage and promote good health and hygiene for all children in our care. Therefore we will only accept children when they are well. In particular, children must not attend if they are suffering from any bowel or skin infection or any infectious diseases. Parents should notify us as soon as possible of any illness, regardless as to whether the child is able to attend nursery or not, so that staff may take appropriate action in respect of other children and staff.

In order to protect children from the spread of infectious diseases:

- Any child suffering from an infectious disease must not attend nursery.
- The child must not attend nursery until they have recovered from all symptoms of the disease or on the GP's written recommendation.
- If a child has been prescribed medication for an infectious disease, they must finish the course before returning to nursery.

Head lice Control

In order to avoid the spreading of lice, if a child is found to have lice the parent will be contacted. Children should be treated appropriately with products easily available from the local chemist.

Change of Routine and Domestic Circumstances

It is very important that you keep us informed about any changes in your domestic circumstances or a child's routine, e.g. if a parent is away or if your child is staying with relatives or friends. This helps us greatly in working with children and supporting them. Please do contact the Head Teacher in confidence if you feel there is any circumstance that may concern your child.



We like to know what kinds of things make your child happy as well as what makes him/her sad or afraid. Learning to come to terms with these issues makes children more secure and confident, and your child's happiness is our main concern.

Safeguarding

The school has a responsibility for the welfare and well-being of all children in their care. As such we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instant that may come to our attention. Any concerns will be brought to Side by Side's Safeguarding Officer, Mrs Wilhelm. When the concerns are significant and further action is required, we have a legal obligation to report any suspicions around abuse to the Local Authority.

Should an investigation take place, parents will be informed and supported. We seek to clarify any concerns with you as parents/carers in the first instance unless the nature or timing of the discovery warrants discussion for advice and clarification with social services as to how to proceed. The setting will also inform parents and carers as soon as possible if any abuse or neglect concerns is detected at the setting.

More details of our safeguarding procedure can be found in our 'Safeguarding Guide for Parents' which you received with your initial application pack or you can request a copy of our Safeguarding Policy. Please be aware that the nursery works with the London Borough of Hackney and Haringey with regards to child protection issues and will seek advice should this become necessary.

Accidents and Incidents

The school keeps a record of all accidents that result in a child being hurt or injured. Should such an accident occur an accident report will be filled in containing all details of the accident and any follow up measures? This report will be sent home to parents that day for signing, and parents will also be contacted by phone. Details of any accidents are kept for health and safety monitoring purposes, and feed into the personal planning for individual children if that is necessary.

Please keep the school informed of any accidents that happen at home so that we may support your child as necessary. Serious behaviour incidents will be recorded for monitoring purposes and the information used will be used to set up Behaviour Support Plans for children for whom this is necessary. Parents will always be informed if their child is involved in an incident of this kind.

Complaints



If you have any concerns at all, please approach the class teacher in the first instance, who will be happy to discuss any issues that have arisen. If you feel the concern is more serious, please approach the Head Teacher. The great majority of complaints are addressed in this way. If however, you feel that your complaint has not been resolved to your satisfaction, please ask at the school office for a copy of our Complaints Policy and we will support you to initiate the formal complaints procedure.

Uncollected Children Policy

It is a parents' responsibility to ensure their child is pick up at the end of the school day. If a child is not collected at the end of the school day the following procedures will be followed:

- The child's parents will be contacted by phone.
- If it is not possible to reach the child's parents, their emergency contact will be called and arrangements will be made to collect the child.
- If a parent or carer is unavoidably delayed, and there is no one else to collect the child, if possible, a child will be accompanied home in a taxi. If a member of staff has suitable insurance, a staff member will take the child home if that is possible.
- Under no circumstances will a child be released to someone not expressly named as the child's emergency contact, or expressly named by the parent in the course of a phone conversation.
- **Should any additional costs be incurred by Side by Side these will be charged on to the parents.**

Policies

Our policies and procedures including our admissions policy are available for you to see at the setting. Our policies help us to make sure that the service we provide is a high quality one and that being a member of Side by Side is an enjoyable and beneficial experience for each child and her/his parents.

Policies are reviewed and revised on a regular basis.



Quick Guide to Side By Side School, Mechina & Mesivta

School Start Time:	Monday to Friday	9.00am
	Mesivta (Davening at Chevra Hashas)	8.30am
School Finish Time:	Full Day (Monday – Thursday)	3.30pm
	Friday (Winter)	12.00pm
	(Summer)	1.00pm
After School Sessions:	Mechina/Mesivta Only (Monday – Thursday)	5.00pm

**It is the parents' responsibility to ensure their children are picked up on time
Staff are not expected to stay behind to wait with children who have not been picked up**

צדקה

At Davening time we give the children the opportunity to give צדקה.
Please send one or two coins with your child every day.

Birthday Parties and שבת Party (Primary Classes)

If you would like us to make a birthday party for your child, please speak to the class teacher at least one week beforehand. Parents are welcome to bring cakes or nash (as listed on the food guide) to share out on a birthday and you are welcome to attend the party.

We make a שבת Party for each class every week. Please send your child with a snack to share with the rest of the class. Please do not send sweets, but other nash (as listed on the food guide) are fine.

Snacks and meals

Snacks and meals are a social time at which children eat together. We encourage parents to provide the children with healthy and nutritious food. Lunches should be Parev or Milchig and should not contain peanut butter (see below) or nash. Please see attached our food guide. .







Allergies

Please inform us if your child has any allergies.







Side by Side Healthy Eating Check List

Break – Time Snacks




-  Fresh fruit and vegetables
-  Dried fruit and fruit bars
-  Plain crackers, digestives, animal biscuit etc.
-  Bread sticks, pretzels
-  Rice cakes
-  Yoghurt and soya desserts

Lunch Time

-  Milky/Parev Sandwiches
-  Cheese, pasta, fish balls, salad
-  Snack – as above
-  Drinks – water, fruit drinks with no added sugar

Birthday Party – Shabbos Party – Pekalech

As noted in the break-time snacks PLUS

-  Crisps
-  Popcorn (not EY1 class)
-  Plain Cakes – (marble, lemon, chocolate chip etc.)

Fizzy drinks, sweets, sugar products (e.g. sherbet) and chocolate are not permitted in school.