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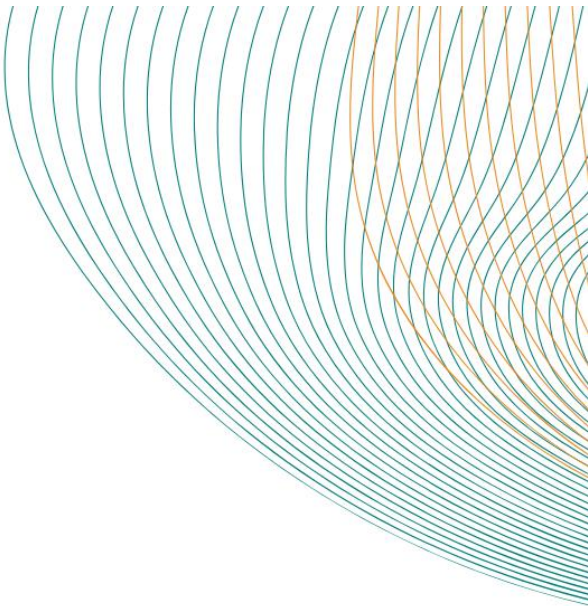
SCHOOL PARENT GUIDE

2025 - 2026



SIDE SIDE

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KEY CONTACT INFORMATION

Head Teacher:	Mr. Gerald Lebrecht <i>(Designated Safeguarding Lead)</i>
Deputy Head:	Mrs. M Schiffer
Head of Kodesh:	Mrs. S Wilhelm
Nursery Manager:	Mrs. M Mandel <i>(Deputy Safeguarding Lead)</i>
SENCO Manager:	Mrs. T Junger <i>(Deputy Safeguarding Lead for Vulnerable Adults)</i>
SENCO Team:	Mrs. M Spitzer, Mrs. U Goldman, Mrs. C Bedford, Mrs. N Alexiou
Chair of Trustees:	Mr. Jacob Sorotzkin
Parent Governor:	Mr. Gershy Mannes

They can be contacted at Side by Side:

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SIDE BY SIDE'S VISION, VALUES AND AIMS

VISION

Side by Side: A place where every child is nurtured to achieve their potential, develop independence, and thrive within a caring, inclusive community.

VALUES

Independence and Belonging

We support children with special educational needs to become independent and valued members of our community, developing high self-esteem and positive relationships.

Family and Community

We believe in the power of family and community. As children grow, their sense of self is shaped through meaningful connections with those around them. By instilling the values of belonging and responsibility at every stage, we create a nurturing environment where children feel supported and empowered, enabling them to develop their identity with confidence and engage with the wider world. We work in partnership with families, communicating with honesty, respect, and professionalism, ensuring the best outcomes for every child.

Collaboration and Growth

We cultivate a supportive working environment where staff collaborate, respect one another, and continuously develop their skills as educators.

Education Excellence

We provide an outstanding Torah and secular education, ensuring every child receives a well-rounded and meaningful learning experience.

AIMS

To achieve this vision, we strive to be a centre of excellence by:

- Providing a safe and stimulating environment where all children feel secure and supported.
- Ensuring every child receives generous care and attention through a high staff-to-child ratio.
- Creating opportunities for children to learn, play, and grow alongside peers and adults.
- Encouraging each child's learning and development by building on their strengths and abilities.
- Partnering with and engaging families to support children's learning and development, promoting a shared commitment to their success.

Side by Side welcomes children with special educational needs into our school. Children who are applying for a place must have an EHCP 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 on our school website, or from the school office upon request.

CLASS STRUCTURES AND LEARNING APPROACH



Staffing Structures

The daily routine is specifically structured to reflect a learning environment similar to the schools attended by the children's siblings and wider community. This helps boost the children's self-esteem as they feel they are in a similar learning environment to their siblings.

In every class, the teacher is supported by a team of Teaching Assistants (TAs). Our small class sizes supports the diverse needs of the children. The TAs work with all pupils under the guidance of the teacher and therapists to ensure each child receives the support they require.

Our staffing ratio in each class reflects the needs of the children, as outlined in their EHCP. This includes in exceptional circumstances, a child receiving 1:1 support throughout the day to meet their specific needs.

Reception Class (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 focuses on delivering literacy, numeracy, topic based learning and Kodesh (Jewish Studies). The children continue to be supported with their social, personal and life skills development throughout the school day.

THE SEMI FORMAL CURRICULUM PATHWAY

Primary Classes (Key Stage 1/2)

These classes support Key Stage 1 and Key Stage 2 children and are structured to help them begin working towards a semi-formal curriculum. The focus is on developing key skills in Kodesh, Numeracy, and Literacy while accessing a broad

curriculum through topic-based teaching, reflecting the National Curriculum framework

Alongside academic learning, teachers place a strong emphasis on supporting children in developing their social skills, personal care, and a range of PSHE topics, ensuring a well-rounded approach to their education and personal growth.

Secondary Classes (Key Stage 3-5)

The programme offers a broad range of learning opportunities across both the Kodesh and Secular curriculum. While numeracy and literacy remain key areas of focus, learning is embedded within the functional skills framework, equipping children with essential skills for life beyond school. In addition, they will work through a variety of ASDAN nationally accredited courses to extend the pupils' experiences and opportunities for work/vocational experience, community-based experiences, personal development, and other life-skills programmes, with a key focus on preparing pupils for adulthood (PfA). Where relevant, IT qualifications are also offered, supporting digital literacy and essential skills for independence in adulthood.

Where appropriate, pupils may also work towards Pearson qualifications within these programmes, ensuring their learning is recognised through accredited pathways. Additionally, we offer specialised programmes for our older students, including PE coaching with a dedicated professional sports coach and cycling training delivered by professional cycle trainers, further promoting physical development, confidence, and independence.

Integration

Once a child has settled, their class teacher will assess whether integration would be beneficial as part of their programme. The school will work closely with parents and coordinate with a local community school to arrange integration for selected sessions. For some children, this may also be part of the broader process towards eventually transitioning to a full mainstream education placement.

This arrangement will be regularly reviewed and discussed as part of the child's Annual Review to ensure it continues to meet their needs and supports their development.

Pupil Achievement

By the end of Key Stage 4 and 5, pupils will have worked towards and, where possible, achieved a number of ASDAN qualifications. The children are entered for courses that align with their individual needs, including the Transition Challenge Programme, Youth Awards, and Employability courses. The achievements of our pupils can be seen on the school website.

Our pupils across all key stages consistently achieve and make progress in all subject areas, with particular success in developing their Numeracy and Literacy skills.

THE ENGAGEMENT MODEL PATHWAY

Primary Complex Needs Classes

This class supports children with complex and multiple learning needs, offering a personalised programme tailored to each child's individual requirements. Therapeutic objectives are often integrated into all learning experiences to support holistic development.

The curriculum is designed with a strong multi-sensory approach, ensuring that all learning opportunities are engaging, accessible, and suited to each child's unique needs.

Secondary Complex Needs Class

This class supports children with complex and multiple learning needs, offering a personalised programme tailored to each child's individual requirements. Therapeutic objectives are often integrated into all learning experiences to provide a holistic approach to development.

The curriculum is designed with a strong multi-sensory focus, ensuring that learning opportunities are engaging and accessible. Where appropriate, children also access ASDAN courses, community-based learning, and highly supported work experience opportunities within the school, with a key focus on preparing pupils for adulthood (PfA).

SPECIALIST INPUT

We use a variety of specialist programmes to engage our students in meaningful learning experiences that support their communication, sensory development, and overall well-being. Through TacPac, children explore touch and music in a structured way, helping them build trust and express themselves. Attention Autism brings learning to life with exciting, hands-on activities that develop focus, interaction, and spontaneous communication.

We also integrate creative approaches to learning, such as Story Massage, which combines positive touch with storytelling to promote relaxation and connection. Music plays an important role too, with Charanga, a structured music programme that encourages self-expression and teamwork, and Call and Response, which uses rhythmic storytelling to build language and communication skills in an engaging, interactive way.

For children with sensory challenges around food, Fun with Food provides a safe and supportive space to explore new tastes and textures at their own pace, helping them develop confidence and a more positive relationship with eating.

These programmes form an essential part of our approach, ensuring that every child can engage, learn, and thrive in a way that suits their individual needs.

THE CURRICULUM



The programmes are guided by the Torah principles for חינוך (education) and the Kodesh programme is integrated 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.

Numeracy and Literacy

Learning to read and manage numbers is a core area of focus for the children. Numeracy and Literacy are timetabled throughout the week to ensure the children are given the opportunities to develop in these key skills. The school uses Read Write Inc. (RWI) as the overarching literacy programme to support phonics, reading, and writing development across all stages. In addition, all other areas of learning will have literacy and numeracy integrated into the learning opportunities, ensuring a holistic approach to skill development.

Nine Year Topic Cycle

We follow a nine-year cycle of topics in our classes, ensuring a broad and balanced range of learning experiences that cover the different areas of the National Curriculum. PE, Music, and Arts & Crafts are either integrated within the current topic or taught as standalone lessons.

Life skills are a vital part of our curriculum, and throughout the week, children are given opportunities to develop essential everyday skills. Staff provide support in areas such as teeth brushing, road awareness, and personal hygiene, helping children build independence and confidence in their daily lives.

We support a number of Complex Needs Classes, where the curriculum follows the same cycle as other classes but is adapted to meet the unique needs of the pupils. It focuses on building communication skills, establishing preferences, and nurturing relationships. Interventions such as Sensory Stories, Attention Autism, and MAKATON are used to develop communication. In addition, students engage in sensory-based activities to enhance cognitive and physical development. The curriculum also promotes independence through self-help skills and focuses on emotional well-being through music therapy and other supportive programs.

Kodesh Curriculum

Under the leadership of our Head of Kodesh, a comprehensive learning programme has been developed that closely interacts with the National

Curriculum. The Kodesh curriculum reflects the weekly Parsha (portion of the Torah), the yearly Jewish cycle of Yomin Tovim (festivals), and Yedia Klolis (general knowledge), while ensuring relevant links with subjects such as PSHE, history, and geography, where appropriate, to enhance the children's overall learning experience. For example, themes from the weekly Parsha may connect with PSHE lessons on community values or with history lessons exploring Jewish heritage.

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, where prayers are extended as and 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, closely linked with the pupil's English literacy programmes. These sessions also incorporate skills related to general literacy, including phonological awareness, visual perception, memory, and general comprehension, to support the children's overall language development.

Special Activities

Throughout the year, children participate in a variety of special activities linked to upcoming events, whether a Jewish festival, a nationally significant occasion in the UK, or a topic they are exploring in class. These activities provide opportunities to learn alongside other children, engage with the wider community, and take part in meaningful national events.

Encouraging Positive Behaviour

For children to learn effectively and make progress, it is essential that behaviour does not become a barrier to learning. For some children, this can be a significant challenge. We work closely with parents and other professionals to develop tailored emotional wellbeing plans that provide the necessary support and encourage positive behaviour. We take a holistic approach by incorporating emotional wellbeing programmes to help children develop self-regulation, emotional awareness, and resilience. These programmes aim to support the children's mental health and emotional growth, promoting a positive learning environment where they can thrive.

Homework

We will send homework for you to work on with your child. The tasks will always relate to what they have covered in school and should not take up too much time. Please feel free to provide feedback to the class teacher, either on the work itself or through the link book. Your input is valued and helps us support your child's progress.

STUDENT SUPPORT



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/or 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 EHCPs 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 provided through a tiered model of universal, targeted, and specialist support. This approach ensures that all children benefit from therapeutic strategies, whether through whole-class sessions, targeted small-group interventions, or highly individualised specialist input. Therapy is delivered using a variety of approaches, including 1:1 sessions, small group work, in-class interventions, and direct advice from therapists to staff in the classroom. Whenever possible, a teaching assistant will attend therapy sessions to help carry over and consolidate the programmes throughout the week.

If your child receives additional therapeutic input outside of school, we encourage and are happy to welcome external therapists to visit and meet with our team, ensuring a collaborative approach to your child's support and progress.

Assessment and Monitoring Progress

We regularly assess the children's progress using a variety of methods, including observations, reviewing and marking their work, and conducting tests. One of the key tools we use is B-Squared, which tracks progress, helps identify areas that require improvement, and informs our planning for future learning. Teachers also write evaluations after each lesson, documenting the progress made and highlighting areas for further development. The Pupil Support Plans, which include both educational and therapeutic goals, are reviewed and updated periodically throughout the year.

Throughout the school year, there are several opportunities to discuss your child's progress, including the Annual Review, Touch-Base meetings, an annual report sent out in July, and parents' evenings.

PARENTAL ENGAGEMENT



Working with Parents

We recognise parents as the first and most important educators of their children. Our staff work in partnership with parents to provide the best care and education for each child. There are many ways in which parents contribute to making the setting a welcoming and stimulating environment for both children and families.

Some children will have a 'link book' that is sent home each day, highlighting specific areas of focus, which could include learning, social skills, 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 we will be happy to arrange a time for you to speak with the teacher.

Change of Routine and Domestic Circumstances

It is very important that you keep us informed about any changes in your domestic circumstances or your child's routine, such as if a parent is away or if your child is staying with relatives or friends. This information helps us greatly in supporting your child and working effectively with them. Please do not hesitate to contact the Head Teacher in confidence if you feel there is any circumstance that may be affecting your child.

We also like to know what makes your child happy, as well as what makes them sad or afraid. Understanding and addressing these emotions helps children become more secure and confident. Your child's happiness is our top priority.

Concerns or 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.

HEALTH, SAFETY AND WELLBEING



Illness and Emergency

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

If a child has 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, 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 that the parent is unavailable, a senior member of staff will take charge and, if necessary, accompany the child to the hospital.

Each year, you will be asked to complete a medical/emergency form to ensure that we have up-to-date contact details, as well as any relevant 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 school 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.

Accidents and Incidents

The school keeps a record of all accidents that result in a child being hurt or injured. If such an accident occurs, an accident report will be completed with all relevant details and any follow-up measures. This report will be sent home to parents, and parents will also be contacted by phone. Details of any accidents are kept for health and safety monitoring purposes and may be used to inform personal planning for individual children if necessary.

Please keep the school informed of any accidents that occur at home so we can support your child as needed. Serious behavioural incidents will also be recorded for monitoring purposes, and the information will be used to create Support Plans for children where appropriate. Parents will always be informed if their child is involved in such an incident.

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.**

SAFEGUARDING AND POLICIES



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 Lead, **Mr Lebreff**, **Mrs Mandel**, Deputy Safeguarding Lead for children or **Mrs Junger**, Deputy Safeguarding Lead for Vulnerable Adults. 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.

If an investigation is instigated, whether via the school or external agencies, 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.

Policies

Our policies and procedures, including our Admissions Policy, are available on our school website or upon request at the setting. These policies help ensure that the service we provide is of high quality and that being a member of Side by Side is an enjoyable and beneficial experience for both the child and their parents.

Policies are reviewed and revised regularly to maintain the highest standards.

HEALTHY EATING CHECKLIST



SIDE SIDE

BREAK TIME SNACKS

- Fresh fruit and vegetables
- Crackers (preferably unsalted)
- Melba toast
- Rice or corn cakes/popcorners
- Yoghurt and soya desserts (50% fruit based)
- Plain biscuits

No breadsticks, pretzels, pita/bagel chips or popcorn!

LUNCH TIME

- Milky or Parev sandwiches
- Cheeses, avocado, pasta, fish balls, eggs etc.
- Vegetables
- Snacks (as above)
- Drinks water or milk only
- Dried fruit and fruit bars

There are cool boxes or refrigerators in each classroom for keeping foods cold and a microwave for reheating safely.

BIRTHDAY PARTIES,

SHABBOS PARTIES, PECKELECH

- All items permitted as for break-time snacks, **PLUS**
- Plain cakes (marble, lemon, choc-chip, chocolate etc.) Remember, these must be bought (Kedassia) not homemade.
- Cartwheels, Corn pops, Flutes
- Wafers
- Cookies

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

ALLERGY REMINDER: NO NUTS, PEANUTS OR SESAME SEEDS ALLOWED IN OUR SCHOOL.

Please contact the school manager if your child cannot comply with this checklist, as all exceptions will need to be recorded.

