



Shalom Noam Primary School

SEND and Inclusion Policy

September 2024

Shalom Noam Primary School

Date	Review Date	Coordinator	Nominated Governor
11/9/2024	11/9/2025	Hinda Rosenthal	Nahva Rose

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Aims

At Shalom Noam Primary School we value the learning and wellbeing of all pupils and are committed to supporting children with Special Educational Needs (SEND).

Our aims are:

- To ensure every pupil is provided with equality in everything we provide.
- To create an environment where every pupil can achieve their learning potential.
- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs within both the Jewish Studies and secular studies curriculum.
- To provide a Special Educational Needs Co-coordinator (SENCO) who will work with the SEN Inclusion Policy and adapt it for the specific needs of the school.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To provide support and advice for both Kodesh and Chol staff working with pupils with special educational needs.
- To ensure all children are treated fairly and that their individual needs are met.
- To promote the happiness and safety of all our children at Shalom Noam.

Legislation

Shalom Noam Primary School Send and Inclusion policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within the school. In line with this legislation, the school’s named SENDCO is Mrs Hinda Rosenthal.

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012

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- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

We have a statutory duty under the Equality Act 2010 and the National Curriculum to promote full inclusion.

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes, and well-being of all our pupils. Our aim is to provide places for all pupils who express a preference to join this school, however we will look at each child individually, and balance their needs with the needs of the children currently in school and the Head Teacher and SENCO will make a judgement whether we are able to support each child effectively.

“Teachers are responsible and accountable for the progress and development of the pupils in their class...” (Code of Practice 6.36)

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes.
- who have Special Educational Needs.
- who are looked after.
- who are gifted and talented.
- who are at risk of disaffection.
- who are young carers.

We aim to provide a happy, healthy, and safe school by providing high quality pastoral care, support, and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils in both Kodesh and Chol.

We aim to ensure that all pupils have access to all the school's resources and that they can experience success, are treated fairly and that their individual needs are met.

We recognise the importance of early identification and assessment of children with special educational needs and promote a multi-disciplinary approach.

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We believe that all children have the right to a full and rounded education which will enable them to achieve their full potential. Special educational provision is provided for pupils who require additional support. Special Educational Needs is defined as pupils who need 'additional to and different from' the general provision available for all pupils at Shalom Noam. The Code of Practice (2014) identifies four main areas of SEND, although it is generally accepted that children may display behaviours that fit multiple categories:

- 1) Communication and Interaction - *Speech, Language and Communication Needs (SCLN)*
- 2) Cognition and Learning - *Severe Learning Difficulties (SLD), Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD)*
- 3) Social, Emotional and Mental Health - *Immature social skills or behaviour/conduct disorders*
- 4) Sensory and Physical - *Multi-Sensory Impairment (MSI). At present we do not have children with Visual Impairment (VI), Hearing Impairment (HI) or Physical Disability (PD)*

SEND is defined as:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is defined as a significantly greater difficulty in learning than most others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice 2014)

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

The school's approach to SEN concentrates on raising the aspirations and expectations for all pupils. Our school provides a focus on outcomes for children and young people and utilizes the expertise of support staff to meet their learning social and emotional needs. We actively analyze data to track and monitor pupil progress and to ensure that interventions are effective and have sustainable and noticeable impact. We recognize that we are working in partnership with parents and are receptive to their views, concerns, and contributions regarding their children.

For the benefit of all pupils, we work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Inclusion.
- delegated powers and responsibilities to the Headteacher to ensure all school staff, pupils, parents, and visitors to the school are aware of and comply with this policy.
- responsibility for monitoring the educational achievement of all the above groups.
- responsibility for ensuring that the statutory responsibilities of the SENCo are met.
- responsibility for ensuring funding is in place to support this policy.

Role of the Headteacher

The Headteacher will:

- Ensure all school staff, pupils and parents are aware of and comply with this policy.
- Work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated.
- Work closely with the coordinator for Inclusion.
- Work closely with the SENCO.
- Work closely with the coordinator for assessment to ensure that:
 - An effective pupil tracking system is in place.
 - Individual pupil needs are identified early and that strategies are put in place to address them.
 - Ensure that every effort is made to meet the learning needs of all pupils.
 - Consider modifying or dis-applying the National Curriculum for a pupil only after greater differentiation of the pupil's work, the provision of additional learning resources or support of external specialists has failed.
 - Consult with parents and the local authority before modifying or dis-applying the National Curriculum is considered.
- Ensure good lines of communication and strong links with parents and outside agencies are in place.
- Provide guidance, support, and training to all staff.
- Monitor the effectiveness of this policy by:
 - ensuring pupils are set challenging targets.
 - analyzing data to see if pupils from all groups are achieving their full potential.

Role of the SEN Governor

- To develop and maintain an awareness of special needs provision at Shalom Noam on behalf of the governors.
- To understand how the responsibilities for SEN provision are shared within the school.
- To meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of SEN children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.
- Be familiar with the SEN policy and involved in its review and development.
- Ensure that the SEN policy is linked to the School Improvement Plan and the budget setting process.
- Ensure that funds are allocated each year within the school budget specifically, to cater for SEN pupils and to support the implementation of the SEN policy; be aware of the various headings under which the school spends the SEN budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc.).
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy. Provide support and encouragement for staff with SEN responsibilities, and champion their role within the school.
- Encourage effective communication with parents on the school's support for pupils with special needs.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school.
- work closely with the Headteacher and the Deputy Headteacher.
- work closely with the coordinator for assessment to track pupil progress of all groups by ensuring pupils:
 - are making the expected level of progress.
 - are set challenging targets.
 - are supported to achieve their targets.
- Measure the effectiveness of our inclusion programme by the analysis of the following data concerning pupils from different groups:
 - individual pupil performance
 - more able and gifted register

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- Provide guidance and support to all staff.
- Provide training for all staff on induction and when the need arises.
- Keep up to date with new developments and resources.
- Review and monitor termly.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- Provide resources to support this policy.
- Monitor the performance of pupils by analysing data and by discussion with class teachers.
- Monitor the progress and development of this policy;

Role of School Staff

School staff will:

- Comply with and implement this policy.
- Take into account the abilities of all pupils with work being differentiated to fit the needs of everyone.
- Use a variety of teaching styles to deliver a broad and balanced curriculum.
- Create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings.
- Assist in the monitoring and tracking of pupils.
- Work closely with the inclusion coordinator, assessment coordinator and outside agencies.
- Devise and monitor:
 - individual education plans
 - pastoral support programs
 - personal education plans
- Ensure special educational needs pupils have the correct support they require to address their specific needs.
- Ensure disabled pupils take a full part in all school activities both on and off the school site.
- Ensure pupils with behavioural needs have their own pastoral support program.
- Ensure pupils with English as an additional language are given intervention sessions to improve their English.
- Ensure pupils who are gifted and talented are identified and that their needs are met.
- Ensure the needs of all new arrivals are identified and the appropriate support is allocated.

Role of Pupils

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy.
- work in partnership with the school.
- comply with this policy for the benefit of their children.
- be asked to take part in periodic surveys conducted by the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school staff
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Graduated response to SEND

At Shalom Noam Primary School we are committed to monitoring and supporting the progress of all children. In line with the SEND Code of Practice (2014), Shalom Noam delivers a graduated response model for pupils identified as having SEND.

Identifying SEND

We closely monitor the progress of all children in our School using a target-based system. The attainments of all pupils are assessed against the age-related expectations. We hold pupil progress meetings every term and if there are concerns about a pupil's academic, social or emotional progress the SENDCo is consulted. An observation is carried out by the SENDCo and then feedback on strategies for provision is given to the teachers. If concerns persist, we meet with parents and teachers together to discuss how we can support the child further.

Review of Progress

For all students at Shalom Noam, we closely monitor their academic progress through the school attainment system. In addition, some children on the SEND register have an Individual Support Plan that details targets and provision appropriate for their needs. This often includes social and emotional targets, as well as academic ones. Parents are highly involved in this process, and we meet with parents termly to review the child's progress in relation to their targets and plan for the next term.

This forms part of the Assess-Plan-Do-Review cycle (Graduated Approach as recommended in the Code of Practice, 2014; see diagram below). By closely monitoring a child's progress in relation to any additional needs, we ensure that the right support and provision is in place. If concerns persist, it may be discussed with parents that a referral to a specialist professional would be useful (e.g. speech and language therapist, educational psychologist, occupational therapist).

Figure 1. The Assess-Plan-Do-Review cycle for SEND. NEED DIAGRAM



Involving pupils and parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

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We have termly meetings with parents to discuss the achievements of their child and any ongoing concerns. Full parental consent is always gained before extra provision is provided.

The following areas are considered when assessing a pupil's needs as while it is recognised that these aspects may impact on progress and attainment, they do not necessarily lead to a child being considered as having SEN:

- Disability (we appreciate that the Code of Practice outlines the “reasonable adjustment duty” for all settings and schools provided under current Disability Equality legislation and that these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare – we have a school counsellor who comes into school weekly for both children and staff to speak to. She also has individual sessions which are paid for by parents.
- EAL

Costs may be covered by Shalom Noam School if the SENDCo and Headteacher decide that it is deemed necessary.

Evaluation Effectiveness of SEND Provision

The effectiveness of our SEND provision is closely monitored by the SENDCo, Headteacher and SEND Governor. Staff conduct learning walks where they observe classroom practice and ensure the correct provision is in place for SEND learners. Progress is also closely monitored through the Pupil Progress meetings to allow effective change to that child's SEND Support Plan. We have an open-door policy for all staff members to discuss any concerns they have about the children they are working with. This allows immediate change to provision if needed.

Our SEND Provision

At Shalom Noam, we seek to create an environment that promotes the wellbeing of all children. We believe for a child to be ready to learn their social and emotional wellbeing should be a priority and we aim to create a safe and supportive learning environment. In order to provide this for all learners, support is focused both in the classroom and small group or individual support.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. Some children on the special needs profile have an Individual Support plan with individual targets. By breaking down the existing levels of attainment into SMART targets, we ensure that children experience success. To ensure best practice in the classroom, learning walks take place to ensure all children can access the curriculum. Lesson plans are inclusive to make sure that SEND learners are appropriately differentiated for, and appropriate adaptations are made.

Interventions

We recognise that some children benefit from small group work outside of the classroom and offer interventions to support academic progress in reading, writing and numeracy when appropriate. We recognise the importance of developing children's social and emotional wellbeing and have a range of interventions focusing on these areas. Interventions can also target speech, language and communication needs and gross/fine motor skills. The intervention will depend on the child's needs and reflect the targets on their SEND support plan.

CPD for staff

At Shalom Noam, all staff members have access to continuing professional development courses run by Barnet through the BPSI system. We also arrange on-site staff INSET training.

EHCPs

If concerns persist over time despite appropriate interventions, the school may make a request to the Local Authority for an Education, Health and Care Plan (EHCP) Assessment. This is called a Statutory assessment of a child's needs. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each term in addition to the statutory annual review assessment. For further information on EHCPs and Annual Reviews, please visit Barnet's Local Offer: www.barnetlocaloffer.org.uk.

Complaints about SEND Provision

Parents of pupils with disabilities have the right to make disability discrimination claims to first tiered SEND tribunal if they believe that their child has been discriminated against. They can make a claim about alleged discrimination regarding:

Exclusion of their child
The provision of education and associated services.
Making reasonable adjustments.

Provision for EAL pupil

At Shalom Noam, we aim to promote equality of opportunity for all learners for which English is an additional language.

We aim to deliver a broad balanced curriculum which reflects the needs of children for whom English is an additional language

Guidelines:

- To identify language outcomes for all curriculum areas and include in the planning
- To promote and encourage the development of English to enable children to access the curriculum. This will be done by using key visuals and other strategies to support children, actively liaising with parents to help them support their children's learning.
- To facilitate parents access to school life by providing bi-lingual support at parent's evening, school events and workshops
- To seek first language assessment to ensure accurate identification of SEN
- To monitor the results of statutory tests by language and set targets to address any under-achievement identified
- When possible, implement a buddy system to encourage social integration

Outside Agencies

Shalom Noam promotes a multi-disciplinary approach and, with pupils who have higher or complex levels of need, we work with the following external agencies and professionals:

- NHS
- Speech and Language Therapy Service
- Educational Psychology Services
- Occupational Therapy Service
- CAMHS (Child and Adult Mental Health Services)
- Tavistock Mental Health Services
- Advisory Teacher, Autism Spectrum Conditions, Children's Services
- Norwood
- Legadel Services
- Specialist Teachers from the borough

Use of private assessment reports and work with external therapists

The school recognizes there are sometimes long waiting lists for external services (e.g. CAHMS assessments), however referrals for private assessments should be made in conjunction with the school. This way any results are reflective of both the school and home. The school is at liberty to reject any assessment report, or see it as advisory, if it does not reflect the experience of school staff with the student in question. However, on medical grounds, if from a registered professional (e.g. General Medical Council) such assessment reports may be accepted if no more than 3 years old. These must be very specific to the type of support required in examinations.

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The school will only work with our list of recommended therapists. No external therapists can work in school unless the SENCO and Headteacher deems it to be exceptional circumstances.

Managing Pupils' Needs on the SEN Register

ISPs are currently used to deliver, review and record provision. They are reviewed once a term together with teachers, parents and support staff working as a team. These are working documents that are used throughout the year.

Links with Other Policies

This policy links to our policies on:


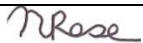
- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

The SENDCo monitors the movement of children within the SENDCo system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	26 th September 2024
Chair of Governing Body:		Date:	26 th September 2024