



SHALOM NOAM PRIMARY SCHOOL

SEND Policy and Information Report 2024/2025

Shalom Noam Primary School

Contributing to the Barnet Local Offer for children with SEN.

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

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Special educational needs (SEN) and disability information

Policy Consultation & Review

The SEND Policy is available on request from the school office and available on the school website.

The policy is for review by parents and staff.

This policy will be reviewed in full by the Local Governing Body annually.

This policy was last reviewed and agreed by the Local Governing Body in September 2023. It is due for review in September 2024.

Welcome to our SEND Policy and Information Report, which is part of the Barnet local offer for children with Special Educational Needs and Disabilities. The information in this report must be updated annually. The required information is set out in the SEN and Disability Code of Practice 0 – 25 years (2015), which can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For details of Barnet Council Local Offer please see

<https://www.barnetlocaloffer.org.uk/>

Shalom Noam Primary School is an orthodox Jewish primary school at the heart of the community. Shalom Noam is committed to working together with all members of our school community as well as the boroughs that our children come from. The SEND Information Report will be reviewed and updated in conjunction with children, parents/guardians, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer so please feel free to contact us through the school office on 02089089491. The best people to contact are:

Mrs Hinda Rosenthal– SENDCo hinda.rosenthal@shalomnoam.org

Mrs Deborah Dannan – Headteacher Deborah Danan head@shalomnoam.org

Rebtz. Jackie Kirsch – Head of Kodesh <Jackie.Kirsch@shalomnoam.org>

Mrs Nahva Rose – Chair of governors nahvarose@shalomnoam.org

How is SEND defined?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states that: *“a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”* A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than many others of the same age, or



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- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A disabled person is someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out typical day to day activities.” Not all pupils with a disability will have SEN and not all pupils with SEN will have a disability.

Pupils who do not currently meet age-related learning expectations, may not necessarily have a special educational need. There may be other factors external to the child or young person e.g. poor attendance, that have led to this.

As a fully inclusive school, the four broad areas of SEN, as per the Code of Practice, are provided for within mainstream provision at Noam Primary School.

Four broad areas of SEN:

Communication and Interaction (including ASD)

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an autism spectrum disorder are considered under this category.

Cognition and Learning

This is when children may have difficulty in understanding parts of the curriculum and may have a specific difficulty affecting one part of their learning such as in literacy or numeracy.

The term ‘learning difficulties’ covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing



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This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety.

Sensory and/or Physical

Children who have visual and/or hearing impairments, or a physical need that must have additional on-going support and equipment.

Children with Educational Health Care Plan

Pupils with the most complex needs may have an Education, Health, and Care Plan (EHCP). This statutory document gives details about a child or young person's SEND and the provision that must be made for them. It is reviewed annually. All pupils with an EHCP will automatically be placed on the SEND register.

Send Register

Pupils identified with SEN, who do not have an EHCP, will be described as having School SEN support and placed on the SEND register if:

- They require support that is not part of the usual classroom offer to all children of inclusive, high quality, classroom teaching. For example, they may need a modified timetable or be unable to access the curriculum through differentiated teaching alone and therefore require a high degree of targeted support from an LSA.

And/or

- Require the ongoing and regular support of an outside professional or service, such as private SALT or OT or our school psychologists.

Who are the best people to talk to in school about my child's difficulties with learning/SEN and/or disabilities?

The SENDCo: Mrs Hinda Rosenthal

Summary of Responsibilities

- Coordinating support for children with SEND both in class and out of class interventions.
- Tracking the progress of children with SEND and evaluating the impact of additional support or interventions.
- Updating the schools SEND register so that all SEND needs are known by school staff.
- Informing and advising staff of recommended strategies to support individual pupils with SEND.
- Discussing, reviewing, and planning with parents/guardians how best to support your child.



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- Liaising with other people who may come into school to help support your child's learning e.g. educational psychologist, sensory support teacher, Speech and Language therapist.

Headteacher – Mrs Deborah Dannan

Summary of Responsibilities

- Holds overall responsibility for provision for all pupils, including those with SEND.

Class Teachers

Summary of Responsibilities

- Planning and delivering high quality lessons that consider the SEND needs of individual pupils.
- Monitoring the progress of all children in class, including those with SEND.
- Providing feedback to all children, including those with SEND, using the school policy.

Senior Leadership Team

Summary of Responsibilities

- Developing knowledge of children needs and supporting their confidence and independence.
- Liaising and working with the SEND team to provide social and emotional support.
- Monitoring the academic progress of children, including those with SEND.

SEND Governor – Nahva Rose

Summary of Responsibilities

- Strategic oversight of SEND planning and provision.

The Inclusion Department

The aim of the Learning Support Department is to meet and support the additional needs of pupils with SEN and Disabilities and their families.

Staff – Mrs Hinda Rosenthal – SENDCo

School councillor who supports children and provides specialist advice when needed.

Extra Qualified Teachers who give extra support to classes with have high levels of SEN.

SEND Learning Support Assistants who provide support for EHCP pupils.



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Teaching assistants who deliver group and individual interventions to pupils on the SEN register as guided by class teachers and Inclusion Department.

Facilities –

Shalom Noam has an inclusion room, where small group and 1:1 intervention takes place.

The school has a sensory room for children to use when needed.

There is a group room and a work room where interventions take place.

Classrooms are also used for small group work.

How is SEND identified at Shalom Noam?

At Shalom Noam we aim to identify issues as early as possible to provide the correct support for children, enabling them to achieve their full potential.

Transition from nursery and pre-school

Many young children have already been identified with SEND whilst at pre-school. Information is obtained through:

- SENDCo attending EHCP annual review/meetings with regards to any pupils with SEND transferring to our setting.
- Transfer of SEND files and documentation to Shalom Noam.
- Gathering information from parents/guardians.

Transitioning from reception to year 6 Shalom Noam

Gather initial information from previous school and then once at Shalom Noam information about the needs of individual pupils is gathered through:

- Reading, Spelling and Numeracy tests– provided by the SENDCO (specialist literacy teacher).
- Further testing of pupils scoring significantly below chronological age in reading.
- In house baseline tests in some curriculum subjects.
- Data analysis from teacher reports of previous school
- Lesson observations.
- Teacher/LSA/Parent/Guardian concerns.
- Pupil Progress Meetings.

How information is used, see below:

What is the policy for identifying children and young people with SEND and assessing their needs?

Any information gathered through assessment process described above, for both transitioning children and children already attending Shalom Noam, is used to



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ensure that children who are experiencing difficulties and who may not be identified with SEND are monitored. Information regarding any SEND child is recorded on the SEND register that is given to all staff at the start of each school year. The SEND register is a working document, and children can move on and off it during the year. The SENDCo passes on information in a full staff meeting at the start of the school year, or if there are changes during the year. Additional information is shared in daily staff briefings, meetings and via email.

In Year 6 pupils with SEND or those with low attainment or those identified by teachers as potentially requiring extra time, are tested to ensure that correct Exam Access Arrangements are in place (EAA tests). An existing diagnosis of SEND alone is not sufficient for the exam's authority, JCQ. to award EAA.

Pupils not previously identified with SEND

If a child has not previously been identified with SEND but is experiencing or exhibiting difficulties that are significantly greater than those of his/ her peers the SENDCo will meet with relevant parties, review data and if appropriate, put in place 'in school' intervention, and/or ask for investigative testing to take place.

Significant difficulties may include the following:

- Difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Little, or no progress, even when high quality, differentiated teaching has targeted a pupil's particular area of weakness.
- Persistent social, emotional, or behavioural difficulties despite usual school behavioural management techniques being used.
- Sensory and/or physical difficulties impacting on progress despite the use of 'reasonable adjustments' or specialist equipment.
- Communication and/or interaction difficulties that despite high quality, differentiated teaching continue to hinder pupil progress.

Advice from specialist professionals and other agencies

For some learners we may want to seek advice from specialist external teams. In most instances referrals for specialist assessment or support will be made after two cycles of school 'Assess, Plan, Do, Review' interventions and when a child is still not making expected progress.

As part of the Barnet local offer, we have access to various specialist services, including:

- An Advisory Support Teacher
- CAMHS (Child and Adolescent Mental Health Services)
- BICS and Early Help
- Autism advisory Team



- Barnet Educational Psychologist team
- BEAM
- Area SENCO
- Inclusion Advisory Team (IAT services)

How are parents involved in decisions relating to their child's needs?

When a teacher has raised a concern about a child or young person's progress, and differentiated teaching has not met the need, the teacher will raise the concern with the SENDCO. The teacher will fill in an initial concern form and hand it to the SENDCO. The SENDCO will consult with other teachers, LSAs who teach the pupil and review progress data. If a decision is made that a child will receive additional intervention the SENDCO will inform the parent/ guardian to discuss the concern.

All parents of children with an EHCP will be invited to attend and provide feedback at their child's annual review. Regular contact will be kept with parents throughout the school year as necessary. The SENDCO will be available for appointments at parents' evenings on request. All parents of children with SEND are encouraged and invited to contact the SEND department to discuss their child's needs whenever they feel the need to.

How is a child or young person with SEND involved in decisions relating to their SEND?

All children with an EHCP will be invited to attend and contribute to their annual review. They will have the opportunity to provide verbal and written feedback relating to their education. Children should be aware of their targets and evaluate them termly with their teachers. The SEND department offers an open-door policy inviting children to come and speak to staff about any difficulties relating to their learning at any time.

How do we support learners with SEND?

At Shalom Noam Primary School, we aim to create a learning environment that is flexible enough to meet the needs of all learners. The progress of all learners is monitored by class teachers, phase leaders and the senior leadership team. Staff continually assess learners to make sure that progress is being made. The SEN Code of Practice (2015) states that:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff ... High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching."



Therefore, in the first instance our aim for all learners, including those with SEND is:

- To provide high quality, differentiated teaching, allowing all learners access to a broad and balanced curriculum.

We aim to:

- Continually develop whole school approaches to teaching and learning.
- Raise awareness of SEND, ensuring that all teachers know which pupils have been identified with SEND, what their needs are and how to meet them.
- Support staff in identifying and seeking support for pupils who may have SEND.
- Maintain high expectations of learning for all pupils with SEND.
- Develop effective partnerships between parents/guardians, staff, and outside agencies to ensure that all those involved in the education of pupils with SEND understand their role and responsibility.
- Analyse the impact of provision on learning support for pupils with SEND, amending support where necessary.
- Ensure that pupils and parents/guardians are fully involved and consulted regarding provision for pupils with SEND.

In practice this means that:

Children will be offered support that is specific to their needs wherever possible. Sometimes this will require children to have access to extra facilities and resources. The SENDCO ensures that some children have access to such things as coloured overlays and exercise books, writing slopes and adapted scissors/pens, laptops, and radio aids wherever appropriate and practical. The inclusion room serves as a base for any additional support.

First Wave support will usually be provided by the class teacher. This is usually the case for a Specific Learning Difficulty (SpLD) such as Dyslexia. It is nearly always best for pupils to be in their curriculum lessons being taught by their teacher. Other people may provide direct additional support:

- The SENDCO or an LSA/TA may provide extra support in class or in the learning support room.
- The SEND team may provide social, emotional, or behavioural support.
- Staff will consult with SENDCO if they feel we need to bring in outside agencies to offer more specialist support e.g. Sensory service, Speech and Language Therapist.



For all children, the Class Teacher will, through high quality teaching:

- Plan and employ strategies that allow all pupils to be fully involved in learning in class. This may include such things as using multi - sensory teaching, pair work or practical learning opportunities.
- Put in place specifically targeted strategies, which may have been suggested by the SEND team or an outside agency, to support a pupil in their learning.

For some pupils, it may be thought appropriate to offer some additional support away from the classroom. In these instances, an LSA, member of the SEND team or other member of staff may:

- Try to close the gap in a pupil's learning by running a specifically targeted Literacy or Numeracy intervention programme. This may be one to one or small group interventions.
- Help a pupil experiencing social, emotional, or mental health difficulties with one to one counselling, or small group intervention.

For a small number of pupils, as well as providing high quality teaching and intervention in school, it may be necessary to involve a more specialist professional from an outside agency. They may:

- Run small group sessions.
- Mentor a pupil on a one-to-one basis.
- Assist school staff in developing a programme of individual support for a pupil.

Pupils will not normally be disapplied from lessons unless this is stated in their EHCP or is agreed by parents/guardians, pupils, and other professionals through an evaluation of progress.

Shalom Noam Primary School recognises its' responsibility under the 2010 Equality act to ensure that reasonable adjustments are made to ensure equality of opportunity, remembering that in some cases equality can only be ensured by positive discrimination in favour of a pupils with SEND. It also recognises the need to personalise the curriculum, where possible to the needs of the pupil, especially where more intensive forms of support are required.

How do we monitor the impact of support?

We monitor support through an Assessment, Plan, Do, Review cycle (Graduated Approach).

The effectiveness of any support may be measured by:

- The progress made by a pupil in terms of test results, reading scores, teacher assessment scores.
- Increased pupil motivation to learn.



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- Positive changes in pupil behaviour.
- Increased pupil self-esteem and/or confidence in the way they cope with the demands of the curriculum.
- SATs results.
- Pupil Progress Meetings.
- Feedback from teachers, parents, and pupils.



Moving on to Secondary School

Support for transition to secondary school is provided by Shalom Noam. The SEND department helps pupils and families to complete application forms, practice interview technique and in some instances will attend open days or transition events with pupils. The SENDCO will liaise with the secondary schools to transfer key information about learning needs to enable pupils to succeed in whichever pathway they choose.

What is the effectiveness of the Sen Provision provided?

We are proud of our SEN provision and are continually working together with our staff to ensure best practice across the school.

What is the complaints procedure regarding any child with SEN?

Any complaints about the support for a child with SEN should be initially referred to the SENCo. The complaint will then be addressed in accordance with the school's Complaints Policy.

In addition, parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that their child has been discriminated against. They can make a claim about alleged discrimination regarding:

- Their child being excluded.
- The provision of education and the associated services.
- making reasonable adjustments

Our Information Report is reviewed regularly. If you have any questions regarding it or any suggestions about anything you would find helpful to find in this report, please contact the SENDCO, Mrs Hinda Rosenthal.