**Special educational needs (SEN) and disability information**

**Shalom Noam Primary School**

**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 2021. It is due for review in September 2022.

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**SEND Policy and Information Report 2021-22**

**Contributing to the Barnet Local Offer for children with SEN.**

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](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 Keren Greene – SENDCo and Head of Inclusion [kgreene@shalomnoamprimary.org](mailto:kgreene@shalomnoamprimary.org)

Mrs Chaya Posen – Headteacher [Chaya.posen@shalomnoamprimary.org](mailto:Chaya.posen@shalomnoamprimary.org)

Mrs Esther Chody – Head of Kodesh [e.chody@shalomnoamprimary.org](mailto:e.chody@shalomnoamprimary.org)

Mrs Nahva Rose – Chair of governors [nahvarose@shalomnoamprimary.org](mailto:nahvarose@shalomnoamprimary.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 the majority of others of the same age, or
* 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)
* Cognition and Learning (including SpLD)
* Social, Mental and Emotional Health
* Sensory and/or Physical

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.

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 Legadel 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 Keren Greene and the SEN teacher 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.
* 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.

Class Teachers

Summary of Responsibilities

* Planning and delivering high quality lessons that take into account 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.

Headteacher – Mrs Chaya Posen

Summary of Responsibilities

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

The Learning Support 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 Keren Greene – SENDCo and Head of Inclusion

1 SEND specialist teacher who provides support and interventions to children throughout the school under the guidance and supervision of the SENDCo.

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

3 SEND Learning Support Assistants who provide support for EHCP pupils.

9 Teaching assistants who deliver group and individual interventions to pupils on the SEN register.

Facilities –

Shalom Noam has an inclusion room, where small group and 1:1 interventions take 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.

Expertise and Training

The SENDCo holds the National Award for SEN Coordination, delivered by UCL. The SENDCo has completed courses in:

* Anxiety and trauma
* Child Protection
* Depression
* Autism
* ADHD
* Sensory Processing Disorder
* Hearing loss and deafness
* Selective Mutism
* Allergies
* Downs Syndrome
* Safeguarding Level 3 (equals to designated safeguarding lead)

All staff completed training in areas of SEN that apply to their classrooms, as well as general SEN training.

Teaching assistants receive fortnightly training in interventions and SEN needs.

**How is SEND identified at Shalom Noam?**

At Shalom Noam we aim to identify issues as early as possible in order 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 statement reviews/meetings with regards to any pupils with SEND.
* Transfer of SEND files and documentation to Noam.
* Information from parents/guardians.

Moving from another school to Shalom Noam

Once at Shalom Noam information about the needs of individual pupils is gathered through:

* Reading, Spelling and Numeracy tests– provided by the SEN specialist 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.

This information is used to ensure that children who are experiencing difficulties and who may not be identified with SEND are monitored. Information regarding SEND 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 exams 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.

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)

**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 will also work with the Sendco to compile their One Page Profile. 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 may provide extra support in class or in the learning support room.
* The SEND team may provide social, emotional or behavioural support.
* Staff may visit from 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.

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.
* 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

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.

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 Keren Greene.