



# Shalom Noam Primary School

SEND and Inclusion Policy

September 2023

## **SEND and Inclusion Policy**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>11/9/2023</b>	<b>11/9/2024</b>	<b>Hinda Rosenthal</b>	<b>Nahva Rose</b>

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
- 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. We aim to provide places for all pupils who express a preference to join this school.

“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.

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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 have the opportunity to 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.

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.

## **Aims**

- To ensure every pupil is provided with equality in everything we provide.
- 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 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.

## **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
  - analysing 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.

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- 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;
- ensure provision mapping is in place across the school;
- 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
- 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;
- 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 programmes
  - 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 programme;
- 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;

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- 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

### **Identifying Special Educational Needs**

Within the Code of Practice (July 2014) four broad categories of need are utilized to identify SEN, although we recognise as a school, that often SEN is a combination of a range of needs. The purpose of identification of SEN is to ensure that relevant interventions are put in place to support pupil's progress and attainment. We do not however emphasize categories of SEN. The provision made for our pupils is on the basis of an assessment of their identified needs rather than a reflection of the existence of a particular condition or syndrome.

#### **FOUR CATEGORIES OF SEN (SEND Code of Practice 2014)**

**Communication and Interaction** - *Speech, Language and Communication Needs (SCLN)*

**Cognition and Learning** - *Severe Learning Difficulties (SLD), Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD)*

**Social, Mental and Emotional Health** - *Immature social skills or behaviour/conduct disorders*

**Sensory and/or Physical** - *Multi-Sensory Impairment (MSI). At present we do not have children with Visual Impairment (VI), Hearing Impairment (HI) or Physical Disability (PD)*

The following areas are taken into account 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

## **Graduated Approach to SEN Support**

Pupils are identified as having SEN at Shalom Noam in the following ways:

- 1) Concerns expressed and investigated by teachers and SENCOs (see Initial Concerns form)
- 2) Informal observations
- 3) Pupil Progress meetings
- 4) Classroom observations
- 5) Formative and summative assessments
- 6) Tracking of school data against individual, class and national expectations
- 7) Scrutiny of planning / Scrutiny of work

## **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 liaise 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



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As part of the graduated approach to working with pupils with SEN we have adopted the Assess / Plan / Do / Review cycle. (COP 6:44 – 6:56)

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

### 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.

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.

### **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.

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.

<b>Headteacher:</b>	<i>Closin</i>	<b>Date:</b>	September 2023
<b>Chair of Governing Body:</b>	<i>Rose</i>	<b>Date:</b>	September 2023