



Clore Shalom School

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Clore Shalom School

School Policy for: SEND

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**Chair of Governor's
signature**

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Special Educational Needs and Disability (SEN) Policy

The Special Needs Coordinator at our school is Mrs. C Lax. If you would like to discuss an issue relating to SEN, please contact Mrs. Lax via the school office on 01923 855631 or by email senco@cloreshalom.herts.sch.uk

Introduction

At Clore Shalom School, we aim to provide a broad and balanced curriculum through quality first teaching to all our pupils. We strive to ensure that all our pupils, including those identified as having special educational needs and disabilities, have access to and participate effectively in a curriculum that is differentiated and considers pupils' diverse learning needs. We are committed to supporting our pupils to develop their confidence, independence and positive self-esteem within a safe and nurturing learning environment.

Many pupils at some point may experience difficulties which affect their learning, and these may be short or long term. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs by making provision for additional support to enable pupils to participate effectively in the curriculum.

Some pupils may have long term difficulties and require special educational provision to be made to support them with their learning and to promote inclusion. These pupils are identified as having special educational needs in line with the SEND Code of Practice 2015.

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice 2015 stipulates:

'A pupil 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of 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.

Many pupils and young people who have SEN may have a disability.

The Equality Act 2010 defines disability as '...a physical or mental impairment which has a longterm and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Inclusion

Clore Shalom School is an inclusive school and we want every pupil to feel that they are a valued member of our school. We do this by taking account of pupils' varied life experiences and valuing individual differences so that all pupils, irrespective of social or cultural background, disability or difficulty in learning, achieve academically and develop socially. We have high expectations of all our pupils. At Clore Shalom School, we are committed to giving all our pupils every opportunity to achieve to their full potential by removing the barriers to learning and participation.

We regard SEND as a whole school responsibility and that all teachers are teachers of pupils with SEND. We are committed to effective inclusion of all pupils, including those identified as having special educational needs and disabilities, through high-quality and differentiated teaching.

Aims and Objectives of the SEND Policy

The SEND Policy sets out how our school endeavours to ensure the inclusion of pupils with SEN and disabilities whilst meeting pupils' individual needs to achieve the best outcomes for pupils with SEN and disabilities.

- All pupils, regardless of their specific needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.



- Early identification of pupils who have SEN is ensured in order to support them to reach their full potential, and working in close partnership with parents to achieve this.
- Ensure there is a clear process for identifying, assessing, planning, providing and reviewing for SEN pupils using the graduated response to meet the needs of SEN within our school.
- Use our best endeavours to give pupils with SEN the support they need, whilst having access to a broad and balanced curriculum through quality first teaching.
- To identify the roles and responsibilities of staff in supporting the special educational needs of pupils in the school.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.
- To deliver training and support for all staff working with pupils with SEN in order to develop our practice within the guidance set out in the Code of Practice 2015.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for pupils with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. We believe it is important to identify the full range of needs, not simply the primary need of an individual pupil. A pupil is identified as having special educational needs when he or she experiences significant barriers to their learning which impact on their ability to fully access the mainstream curriculum. The SEN Code of Practice refers to four broad areas of special educational needs:

- **Communication and Interaction** - Pupils have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, Pupils with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** - Pupils with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to Pupils with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** - Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs** - Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Note:

- Behavioural difficulties do not necessarily mean that a child or young person has a special educational need (SEN) and will not automatically lead to a pupil being registered as having a SEN.
- Slow progress and low attainment do not necessarily mean that a child has a SEN and will not automatically lead to a pupil being recorded as having SENs.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a SEN.



A Graduated Approach to SEN Support

At Clare Shalom School, the decision on whether to make special educational provision is based on:

- A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.
- Concerns are raised by parents or carers, a teacher or the pupil
- There is a change in the pupil's behaviour or progress

The school's first response to making SEN provision is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for pupils whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

If the support required is different from, or additional to, what is ordinarily offered by the school, the pupil will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the pupil at the centre of the process.

Assess – Plan – Do – Review (Graduated response)

We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations.

Assess: We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required, the teacher and SENCO will put together a learning plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using pupil friendly language and with parents/carers. All staff who work with the pupil will be made aware of the learning plan.

Do: The class teacher is responsible for planning and working with the pupil. She/he will also liaise closely with TAs or specialists who provide support set out in the learning plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The learning plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support.

This four-part cycle facilitates actions to be revisited with a growing understanding of the pupil's needs and what supports the pupil in making good progress. This is known as the graduated approach. All pupils identified as having SEN would be included on the SEN Register.

SEN Provision

SEN support can take many forms, depending on the educational needs of pupils, as outlined below.

Wave 1 Provision - Universal: Quality First Teaching



Each pupil is entitled to Quality First Teaching as planned by the class teacher. This support is tailored to individual needs within the classroom. It may include additional support by the teacher or Teaching Assistant in class.

Quality First Teaching also involves:

- Having high expectations for all pupils within the class, including pupils with SEN and disabilities.
- An approach that builds upon skills and knowledge the pupil already has to move them forward.
- Using different teaching styles and resources, such as practical learning, adapting or changing materials, resources or equipment
- Specific strategies suggested by the SENCO and outside agencies to support differentiation.
- Small group work - Pupils may have access to small group work. This support is available to any pupil within school. These groups may be run by the Class Teacher or Teaching Assistant. These groups may work on English and Maths skills, or have a focus on friendship or social skills.

Wave 2 Provision - Targeted: Specific Small Group Work

Specific 'Wave 2' groups are targeted at pupils who have identified barriers to learning that Quality First Teaching may not be able to meet. These groups are run with support and advice from the SENCO and outside advisory agencies. These intervention groups are delivered by teachers and by trained Teaching Assistants, for e.g. social skills, speech and language, fine motor, phonics, maths, reading and writing groups. We always aim to only withdraw pupils from class to do intervention groups for the minimum amount of time so that they do miss out on too much curriculum time with their peers.

Wave 3 Provision - Specialist:

Individual Support Where pupils show a particular difficulty or are making limited progress, the school may support a pupil with a Wave 3 intervention. This intervention involves a structured program, run with support and advice from professional outside agencies and delivered by trained Teaching Assistants under the guidance of the SENCO.

In order to access specialist support, permission will be obtained from parents and the pupil must be identified on the SEN register by the SENCO. The type of the intervention programme is dependent on pupil's ability and age. The SENCO is responsible for organising this provision. Pupils who require a high level of additional support to access learning may receive Top-Up Funding provided by the Local Authority (as identified by the SENCO).

APDRs (Assess, Plan, Do, Review Forms)

For any child who needs additional strategies of support within the classroom, beyond those identified on the Provision Map under Quality First Teaching, can have an individual APDR. The purpose of this is to ensure that the views of the child, parents/carers and all who work with the child are taken into consideration and the APDR is shared so all are aware of the support strategies in place. The cycle runs as follows:

Autumn 1st half term – Teaching staff use the transition notes from the previous APDR and get to know the child and any differing/further strategies of support needed.

Autumn 2nd half term – APDR is written and shared. Strategies implemented.

Spring 1st half term – APDR continues.

Spring 2nd half term – APDR is reviewed and any adaptations are written and shared.

Summer 1st half term – Adapted APDR continues.

Summer 2nd half. APDR is reviewed and shared with the next teaching team as part of the transition process.

An APDR can be started at any time within the school year where it is agreed that it is in the child's best interests to do so. An APDR can be closed at any time within the school year where it is agreed that the child no longer needs the support strategies beyond those listed in the Quality First Teaching section of the Provision Map.

Supporting the needs of Pupils on the SEN Register

Further assessment may lead to increased individual support for the pupil in the form of a document titled 'Assess, Plan, Do and Review (APDR)'. This will record individual targets for the pupil to meet in order for progress to be made and outline how these will be taught. APDR plans are reviewed termly. APDR Plans are discussed with



the pupil and their parents, both of their views are taken on board and included in the plan. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEN
- Use the assess-plan-do-review system to monitor and develop knowledge of specific pupils.
- Regular liaison with parents and the SENCO
- Set high expectations for every pupil, whatever their prior attainment.
- Be responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Identifying on class planning the provision they are making for pupils with SEN
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEN

SEN TA is responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Preparing and organising resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO

The SENCO is responsible for:

- The SEN policy and its implementation
- Coordinating provision and support for pupils with SEN
- Advise on the graduated approach to providing SEND support
- Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to, and liaison with, outside agencies
- Line managing TAs with responsibility for SEN
- Liaising with, and advising staff
- Maintaining regular liaison with parents/carers
- Coordinating annual reviews
- Supporting staff in identifying pupils with SEN.
- Maintaining links and information sharing with receiving schools

The Headteacher is responsible for:

- Ensure that the SENCO has sufficient time and professional support to carry out their duties
- Manage the SEND budget in consultation with the appointed SEN Governor, the SENCO and through the Governors' Staffing & Curriculum Committee.
- Keeps the governing body fully informed of all issues affecting the Special Needs provision within the school.
- Works closely with the School's SENCO
- Assesses the effectiveness of SEND provision by monitoring that pupils can be seen to have made progress relative to their potential and with regard to their individual learning difficulties.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEN and disabilities participate fully in school activities
- Ensure appropriate staffing and funding within the school.



Criteria for removing pupils from the SEN Register

When a pupil has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided. This brings together the pupil's health and social care needs as well as their special educational needs.

Partnership with parents

The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs.

The school profile contains an evaluation of how we cater for all our pupils. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular contact each term to share the progress of pupils with special educational needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to their education.

Pupil Participation

We encourage pupils to take responsibility for their learning and to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in the Foundation Stage particularly recognises the importance of pupils developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets for APDR Plans. Pupils are encouraged to make judgements about their own performance against their APDR Plan targets. We recognise success here as we do in many other aspects of school life.

SEN Training for Staff

Training needs are identified in response to the needs of pupils currently on the SEN register. The SENCO supports class teachers in planning and making appropriate provision for children with SEND. The SENCO plans training opportunities for support staff and with the whole school and regularly meet for update and advice sessions following outreach support.

Training and development is linked with the school development and SEN development plans. Individual staff may also access advice and support from outside agencies who are working with specific children. The SENCO attends network meetings to share good practice with colleagues in the local schools in the Borough.

Monitoring and Evaluation

The SENCO monitors the movement of a pupil within the SEND system in school. The SENCO provides staff and governors with regular summaries of the current situation with regard to SEND.

The SENCO provides advice and support to teachers involved in devising APDR plans for a pupil. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also have regular contact.

The governing body advised by the SENCO and the Headteacher reviews this policy every year and considers any amendments in the light of their findings.



Clore Shalom School

Supporting Pupils at school with Medical needs

Clore Shalom School recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. In this case, the provisions of the SEND Code of Practice (2020) are followed.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (August 2017) and all medication is kept in a secure place and is only administered by designated people. If a pupil has medical needs, a care plan will be written jointly with parents to ensure that the school has a full understanding of their needs and that they are planned for. This plan is reviewed at least annually. All staff including at break and lunch time and in clubs are made aware of pupils' needs that will inform their provision.

Complaints Procedure

Concerns or complaints about any aspect of SEN should be addressed initially to the class teacher who maintains responsibility for the pupil's progress, or to the SENCO. If the concern cannot be resolved at this level, it will be addressed by the Head Teacher, the SEN Governor, or referred onwards to the Borough Education Authority.

Supporting Pupils and Families

The Hertfordshire Local Offer for pupils with SEND can be found online at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The Clore Shalom School Offer can be found on the school website, admission arrangements can also be found there.

Reviewing the policy

This policy will be reviewed annually and with the feedback from and involvement of parents in the spirit of the SEND Code of Practice.