



Clore Shalom School

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School Policy for: **SEND**

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Headteacher's signature:

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**Chair of Governor's
signature**

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Special Educational Needs and Disability (SEN) Policy

Contact Information

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Policy Aims

- Provide a broad, balanced curriculum through quality first teaching.
- Ensure all pupils, including those with SEND, can access and participate in learning.
- Promote confidence, independence, and self-esteem in a nurturing environment.
- Ensure all staff and parents can work together effectively to ensure the best outcomes for children with SEND.
- 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 **and that all staff are aware of their roles within this.**

Understanding SEND

Defined by the **SEND Code of Practice 2015**:

- Pupils with significantly greater learning difficulties than peers.
- Require additional or different educational provision.

May also include disabilities as defined by the **Equality Act 2010**:

- Long-term physical or mental impairments affecting daily activities.

Inclusion Commitment

- Clore Shalom is an inclusive school valuing diversity and individual differences.
- High expectations for all pupils, regardless of background or ability.
- SEND is a **whole-school responsibility**—all teachers support pupils with SEND.
- Focus on removing barriers to learning through differentiated, high-quality teaching.

Whole-School Monitoring Approach

- SEN identification is part of the school's ongoing process of tracking pupil progress.
- Early identification and tailored support improve long-term outcomes.
- Focus is on understanding what support is needed—not labeling pupils.

Four Broad Areas of SEN (per SEND Code of Practice):

Area	Description	Examples
Communication & Interaction	Difficulty expressing or understanding language and social rules.	Autism Spectrum Disorders (ASD), Asperger syndrome
Cognition & Learning	Learning at a slower pace despite support.	Dyslexia, dyscalculia, dyspraxia, MLD, PMLD



Area	Description	Examples
Social, Emotional & Mental Health	Emotional challenges affecting behavior and well-being.	Anxiety, depression, ADHD, ADD, attachment disorders
Sensory and/or Physical Needs	Physical or sensory impairments limiting access to education.	Vision/hearing impairments, multi-sensory impairments

At Clare Shalom, it is important that the child is seen as a whole. It is important to us to identify the full range of a pupil's needs, not just the primary one. SEN is recognised when barriers significantly impact access to the mainstream curriculum.

- **Behavioural issues, slow progress, or low attainment** do not automatically indicate SEN.
- Persistent disruptive or withdrawn behaviour may have other causes and should be assessed carefully.
- A child may receive a diagnosis but not need anything beyond that which is included within Ordinarily Available Provision. If this is the case, there is no need for the child to be added to the SEN register.

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
- Monitoring over time shows that there is a lack of progress, despite support strategies being employed consistently.
- If assessments consistently show a lack of progress, or information from an external professional indicates that further provision beyond that which ____, a joint decision between the SENCO, class teacher and the parents may be made to add the child's name to the SEN register or to the monitoring list. The purpose of this is to ensure that appropriate assessments take place, provision is planned for, carried out and evaluated in line with the Assess, Plan, Do, Review cycle.

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. Where appropriate, 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.

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 **and draws on strategies outlined in the Ordinarily Available Provision Document (2025)**. 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.

Targeted:

Specific groups or small ratio of adult:pupil sessions 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/or external agencies or professionals. 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.

Specialist:

Where Universal and Targeted Provision has been employed and a pupil's assessments are showing that they still require further support, the SENCO will seek support from an external agency, or the parents may wish to seek advice themselves from an external service or a professional.

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 specialist provision in place will follow the advice of the professional, as well as taking into account the pupil's ability and age, alongside previously accessed strategies. 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. Each term, the APDR is reviewed, with new targets set that take into account information gathered from assessments, observations, pupil, parents and staff voice, evidence in books, learning behaviours etc.

An APDR can be started at any time within the school year once the child has been added to the SEN register. 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 and the child has been taken off the SEN register.



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
- Writing and reviewing of targets for pupils with SEN

SEN Assistant 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
- Advising 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
- Transferring records

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. An EHCP will only be applied for with parental consent, and if the school agrees that they are not able to meet the child's needs within the SEN provision in place, following at least 2 cycles of the graduated response. A diagnosis alone is not a reason to apply for an EHCP and an EHCP does not guarantee additional funding.

Educational, Health and Care Plans (EHCPs)

Where a child has an EHCP, the provision detailed in it is statutory and the school will endeavour to follow this. Where there is good reason for this to be amended, the SENCO will discuss this with the parents and come to an agreement on the planned provision. The school can provide additional support within the nationally prescribed threshold per pupil. It is then the responsibility of the local authority to fund further special educational provision outlined in an EHCP.

A review will be planned annually to ensure the EHCP is updated and a good reflection of the child, their needs and the best support. It may be appropriate to include external professionals that are currently working with the child, and/or a member from the local authority team.

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. Parents can request to meet with the SENCO at parent's evening if they wish to do so.

We seek consent from parents for any external advice or 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.

Supporting Pupils at school with Medical needs

Clare 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' (updated 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 it is not possible to speak to the class teacher. 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 Clare 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.