**Clore Shalom School - SEND Information Report 2025 - 2026**

At Clore Shalom, we believe every child deserves to thrive. We are proud to be an inclusive school, committed to supporting children with special educational needs and disabilities (SEND) through a personalised and nurturing approach.  
This guide explains how we identify, support, and celebrate children with SEND—and how we work in partnership with families every step of the way.

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| **What types of special educational needs do we provide for?** |
| We support children across four broad areas, as defined by the SEND Code of Practice (2015):  Areas of Need Description   1. **Communication and Interaction:** Difficulties with speech, language, or social communication 2. **Cognition and Learning:** Learning at a slower pace or needing adapted teaching 3. **Social, Emotional and Mental Health:** Challenges with behaviour, emotions, or mental wellbeing 4. **Sensory and/or Physical Needs** Disabilities affecting access to learning, such as vision or hearing impairments |
| **How do we identify and assess pupils with SEND at Clore Shalom?** |
| We use a graduated approach called **Assess, Plan, Do, Review**:   * **Assess**: Teachers and the SENCO observe and assess progress * **Plan**: We agree on support strategies with parents * **Do**: Support is put in place * **Review**: We evaluate progress and adjust as needed   We may also consider:   * Concerns raised by parents, teachers, or the child * Changes in behaviour or progress * Reports from external professionals An EHCP will only be considered once a year’s cycle of APDR’s have been in place. Part of the EHCP process is gathering the evidence from the APDR cycles to evidence what has worked and what has not which is why this is essential. |
| **How do we teach and meet the needs of pupils with SEND?** |
| | **Type of Support** | **What It Means** | | --- | --- | | **Universal** | Quality First Teaching for all pupils, with adaptations as needed, in line with the Hertfordshire Ordinarily Available Provision Document | | **Targeted** | Small group or 1:1 support for specific learning needs | | **Specialist** | Support from external professionals and personalised programmes |   It is vital that all stages of provision have been employed, with time to embed strategies and review the impact, before considering whether an EHCP would be appropriate. |
| **What should I do if I think my child has special educational needs?** |
| Start by speaking with your child’s class teacher to discuss the concerns as they know your child best. If you are still concerned, you can also contact our SENCO, **Mrs Lax**, at [senco@cloreshalom.herts.sch.uk](mailto:senco@cloreshalom.herts.sch.uk) or the SENCO Assistant, Mrs Woolstone gwoolstone@cloreshalom.herts.sch.uk. We’ll work together to understand your child’s needs and plan next steps. |
| **How do we adapt the curriculum and the learning environment for pupils with SEND?** |
| We ensure every child can access the curriculum through:   * Differentiated teaching and resources in line with first quality teaching, as set out in the Hertfordshire Ordinarily Available Provision Document * Specialist equipment (e.g. writing slopes, coloured overlays) * Sensory and play-based learning * Reasonable adjustments to the environment * Access arrangements for SATs * Analysis of need and appropriate provisions planned for and reviewed on a regular basis |
| **How will the school help me to support my child’s learning?** |
| We understand the benefit of children receiving consistent support at home and at school. Staff will:   * share methods taught * send home work to practise * provide links to useful online resources   We also offer workshops and can signpost you to local support services. |
| **How will I be kept informed of how my child is doing?** |
| We value strong partnerships with parents. You’ll be involved through:   * Termly review meetings of the APDR document which contains your child’s targets and the plan to meet those * Information sent home regarding the curriculum * Parent consultations * Annual EHCP reviews (if applicable) * Informal chats, emails, or home-school books/shared online docs |
| **How do we work in partnership with parents of pupils with SEND?** |
| All parents are welcome in school and are encouraged to discuss any concerns they may have with class teachers. We recognise the need for good liaison between home and school and value support from parents.  Parents are encouraged to contribute to their child’s education, and this may be through:   * informal discussions with the class teacher regarding their child’s progress; * parent/teacher consultations where targets are shared and discussed to help pupils achieve the best possible educational and other outcomes, * meetings with the SENCO and/or other professionals. * attending inclusion workshops, which focus on providing information and support, as well as networking opportunities for parents of pupils with SEND. |
| **What support will there be for my child’s overall well-being?** |
| We nurture emotional wellbeing through:   * Meet & greet routines * Emotional mentoring * Social skills groups * Personalised social stories * Referrals to CAMHS, school nursing, and other services   Our **PSHE and RSE curriculum** helps all pupils build confidence and resilience. |
| **How are the school’s resources allocated and matched to children’s special educational needs?** |
| Each year, the school receives a dedicated **SEND budget**. This funding is used to support children on the SEND register by:   * Ensuring delivery of the Ordinarily available Provision for all pupils as part of their entitlement to Quality First Teaching * Providing **additional staffing** (e.g. teaching assistants or specialist support) * Purchasing **resources and equipment** tailored to individual needs * Offering **targeted interventions** based on pupil progress and provision reviews   In some cases, children with an **Education, Health and Care Plan (EHCP)** may receive **top up** **funding** from the Local Authority. This is allocated according to the level of need outlined in their plan and helps ensure the right support is in place. It is the responsibility of the local authority to ensure that the provisions set out in the EHCP are appropriately funded. |
| **How is the decision made about the type and amount of support my child should receive?** |
| Support and resources are reviewed **termly** during pupil progress meetings. This process involves:   * **APDR Cycles** - SMART targets are set for all targeted teaching groups, targeted and specialist level provisions and assessments are used to review a child’s progress against these. * The **Inclusion Team** and **Senior Leadership Team** work together to match staffing and resources to pupils’ needs * Observations and assessments * Feedback from staff, children and parents * Staff ensure every child has access to appropriate support or materials * R**ecommendations from external professionals**, such as therapists or educational psychologists, are considered when making decisions   This helps us respond flexibly and effectively to changing needs across the school. |
| **How will my child be included in activities outside the classroom, including school trips?** |
| All children are included in trips and activities. We plan carefully, make adjustments, and involve parents when needed to ensure every child feels safe and supported. |
| **What specialist services and expertise are available at or accessed by the school?** |
| As a Hertfordshire school, Clore Shalom has access to a range of services and professionals.  We currently utilise support offered from:   * Speech and language therapists, * the local Specific Learning Difficulties (SpLD) base, * Hearing/Visual Advisory Team, * Educational Psychology Team (this does not currently include individual assessments), * Specialist Support and Advisory Service (SSAS), School Nursing Team, CAMHS * The Hive Behaviour Outreach Service * Art Therapies for Children * Additionally, we have access to support which is offered by Jewish charities such as Norwood and Chai.   We are open to learning about new services, agencies or charities that we can work alongside to support our children. |
| **What training have the staff who will be supporting children with SEND had/are currently having?** |
| Mrs Lax, the SENCo, is working towards the NPQ SENCo Award and is available to support all members of staff as and when required.  INSET schedule is adapted according to the needs of the pupils in the school and in accordance with the audit of staff knowledge. |
| **How will the school prepare and support my child when joining Clore Shalom or transferring to a new school?** |
| We support smooth transitions into, within, and beyond our school through:   * Visits and buddy systems * Transition books and extra sessions * Meetings with receiving schools |
| **How is the effectiveness of SEND provision assessed and evaluated?** |
| We review progress termly through:   * APDR cycles * Pupil progress meetings * Observations and assessments * Feedback from staff, children and families |
| **How accessible is the school environment?** |
| The ground floor of our school is wheelchair accessible and continuously adapted to meet individual needs. We welcome conversations about specific adjustments. |
| **Who can I contact for more information?** |
| The SENCo is Mrs Lax. Should you have any further questions or concerns, please do not hesitate to call the school to speak to her. Alternatively, please email [senco@cloreshalom.herts.sch.uk](mailto:senco@cloreshalom.herts.sch.uk). |
| **Where can I get information, advice and support?** |
| Information about what support and services are available for pupils and young people with special educational needs and disabilities and their parents and carers within Hertfordshire can be accessed at: [The Hertfordshire SEND Local Offer](https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx) |
| **What do I do if I am not happy or if I want to make a complaint?** |
| If you have concerns:   1. Speak to your child’s class teacher or SENCO 2. Contact the Headteacher or Governing Body 3. Reach out to [SENDIASS](https://www.hertssendiass.org.uk/home.aspx) for impartial advice |