Clore Shalom School - SEND Information Report 2026 - 2027

At Clore Shalom, we believe every child, regardless of their SEND, deserves to thrive. We are proud to be an inclusive school, committed to supporting children with special educational needs and disabilities (SEND) to achieve their full potential through a personalised and nurturing approach. We work collaboratively with pupils, families, staff and external professionals to remove barriers to learning, promote independence and celebrate each child's strengths. Through high quality teaching, reasonable adjustments and targeted support, we strive to ensure that all pupils flourish academically, socially and emotionally.

This guide explains how we identify, support, and include children with SEND—and how we work in partnership with families every step of the way.

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

  In most cases, several cycles of Assess, Plan, Do, Review (APDR) will be completed before consideration is given to requesting an Education, Health and Care Needs Assessment. These cycles provide important evidence about a child's strengths, needs, progress and the impact of support already provided. However, parents, schools or other professionals may request an Education, Health and Care Needs Assessment at any time if there is evidence that a child's needs may require provision beyond that ordinarily available in a mainstream school.

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 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.

We believe that parents and carers are experts on their children and that strong home-school partnerships are essential in securing the best possible outcomes for every child.

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 access support offered from:

- Speech, Language Commuication and Autism Team (SLCA),
- Hearing/Visual Impairment Advisory Teachers,
- Specialist Support and Advisory Service (SSAS), School Nursing Team, CAMHS
- Speech and Language Therapists

- The Hive Behaviour Outreach Service
- Art Therapies for Children
- Educational Psychology Team (this does not currently include individual assessments),
- Additionally, we have access to support which is offered through Hertfordshire's Local Offer and through 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.
If parents wish to use private agencies, this may be possible for school to collaborate with them. Safeguarding checks must be completed prior to any external agencies/professionals coming in to school.

What training have the staff who will be supporting children with SEND had/are currently having?

Mrs Lax, the SENCO has gained the NPQ SENCO Award and provides guidance and support to staff across the school.
Staff receive regular professional development to ensure they are able to meet the diverse needs of pupils with SEND. Training is planned in response to pupil needs and staff audits and may include:

- Adaptive teaching and Quality First Teaching strategies
- Autism awareness
- Speech, language and communication needs
- Dyslexia-friendly practice
- Social, emotional and mental health needs
- Emotional regulation approaches
- Sensory processing differences
- Medical needs and safeguarding

Training is reviewed regularly to ensure staff remain confident and effective in supporting all learners.

How will the school prepare and support my child when joining Clore Shalom or transferring to a new school?

We recognise that transitions can be a particularly important time for children with SEND and their families. We support smooth transitions into, within and beyond our school through:

- Meetings with parents and carers
- Visits to new classrooms and learning environments
- Transition books, photographs and social stories
- Additional transition sessions where appropriate
- Buddy systems and peer support
- Information sharing with previous and receiving settings
- Meetings with receiving schools and outside agencies when required

These arrangements help pupils feel confident, prepared and supported throughout periods of change.

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
- Progress towards individual SEND targets
- Attendance and engagement data
- Participation in wider school activities
- Outcomes from external professional involvement

This information helps us evaluate the impact of support and make informed decisions about future provision.

How accessible is the school environment?

The ground floor of our school is wheelchair accessible and we continuously review the learning environment to meet the needs of all pupils.

The school maintains an Accessibility Plan which outlines how we continue to improve:

- Access to the curriculum
- The physical environment
- Access to information for pupils, parents and visitors

We welcome discussions about any additional adjustments that may help a child access school life fully.

Who oversees SEND provision?

The overall responsibility for SEND provision lies with the Headteacher and Governing Body. The school's designated SEND Governor works alongside school leaders and the SENCO to monitor the effectiveness of SEND provision and ensure that the needs of pupils with SEND remain a key priority.

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.

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
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 for impartial advice