



Clore Shalom School Local Offer

Special Educational Needs and Disability (SEND)

Clore Shalom School is an inclusive school and may offer the following range of provision to support children with SEND

Targeted Teaching - Interventions
<p><u>Social Skills programmes/support including strategies to enhance self-esteem</u></p> <ul style="list-style-type: none"> • Zones of Regulation groups • Social skills groups • PSHE lessons in class covering KAPOW themes promoting self-esteem and social skills • Nurture groups • Buddy systems, when required • Bright Stars programme – delivered by trained member of staff for a targeted group of children to enhance their emotional literacy • Access to School Nursing Team wellbeing support. • Access to Hertsmere Schools' Partnership Protective Behaviours Program
<p><u>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</u></p> <ul style="list-style-type: none"> • Pre and post teaching of strategies, vocabulary and content of lessons • Access to laptops and iPads for use in the classroom to support Teaching and Learning • Differentiated resources and manipulatives to support Teaching and Learning • Visual prompts to support learning environments • Access to Widget online to visually support Teaching and Learning including the school environment
<p><u>Strategies/programmes to support speech and language</u></p> <ul style="list-style-type: none"> • Delivery of planned speech and language programmes and strategies (NHS) • Regular contact with the Speech and Language Therapy team • Training sessions for all staff including TAs • Daily phonics teaching
<p><u>Mentoring</u></p> <p><u>Peer Mentoring:</u></p> <ul style="list-style-type: none"> • Use of talk partners • School council <p><u>Emotional Mentoring:</u></p> <ul style="list-style-type: none"> • Access to regular personalised 1:1 emotional support from members of staff • Access to Outreach programmes to support emotional literacy • Collaboration between both home and school environments to consolidate support



- Whole school learning days to raise awareness of good Mental Health and well-being

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Delivery of planned/recommended Occupational Therapy/Physiotherapy programmes (NHS)
- Access to therapy helpline

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Soft start entry to the day
- Home/School link books as and when required
- Regular telephone and email contact with parents
- Regular APDR (assess, plan, do review) meetings with parents/pupils
- Emotional mentoring (see above – Mentoring – for additional information)

Strategies to support/develop literacy including reading

- Quality first Teaching provided by the class teacher
- Daily guided reading and handwriting lessons from Year 1-6
- Targeted group support in class through guided teaching led by teacher or TA
- One to one targeted reading sessions with teacher/TA/parent helpers
- Daily phonic lessons.
- Daily guided reading and SPAG lessons from Year 1-6
- Access to specialised 1:1 programmes provided and resourced by a Specialist Advisory Teacher for SpLD
- Targeted teaching groups
- Working walls and informative displays to be used as visual prompts

Strategies to support/modify behaviour

- Clear set of school rules and behaviour expectations
- All Staff have received Hertfordshire STEPS training to support and instil a positive approach to behaviour management across the school
- Access to Outreach behaviour support where required

Strategies to support/develop Numeracy

- Quality first Teaching provided by the class teacher
- Targeted group support in class through guided teaching led by teacher or TA
- Targeted teaching groups



- Access to a range of manipulatives to support understanding of mathematical concepts.
- Specified 1:1 pre and post teaching of mathematical concepts and vocabulary
- Working walls and informative displays to be used as visual prompts

Provision to facilitate/support access to the curriculum

- Visual prompts and concrete resources available throughout the school
- Use of pre and post teaching
- Specialist equipment such as seating, radio aid systems etc
- Development of a personalised curriculum
- Individual targets set and reviewed termly via APDR meetings between home and school environments
- Access to computing equipment e.g. laptops, iPads

Strategies/support to develop independent learning

- Use of visual timetables and prompts
- Success criteria & checklists
- Self-assessment and Peer to Peer assessment
- Use of a range of manipulatives e.g. counters, money, cubes
- Individualised personal targets
- Supporting independent learning through positive behaviour reinforcements such as; house point system, regular and targeted praise and building an awareness of making “good mistakes” to encourage resilient learning

Support/supervision at unstructured times of the day including personal care

- Staff supervision and support at break times
- Care plans designed to support individuals

Planning and assessment

- Individual targets reviewed termly- new targets devised in consultation with other professional advice, these are then incorporated in to the APDR for the term
- Half termly assessments and analysis of data by Assessment Leaders
- Provisions assessed regularly
- Termly monitoring
- Regular Pupil Progress Meetings

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports



- Liaison with a wide range of professionals and agencies
- Regular progress meetings and contact between home and school environments
- Annual review of EHCPs, meetings attending by all relevant professionals, parents/carers and staff
- Open door policy with Teacher, Inclusion Team, Phase Leaders, Deputy Head and Head Teacher
- Access to training from external agencies for whole staff INSET and individual CPD
- Use of Families First Assessment module

Access to Medical Interventions

- Medical forms and care plans to be regularly reviewed and shared with all staff
- Personalised care plans for severe allergies and medical needs shared with all staff
- Access to the School Nursing team to update on care and application of medicines such as Epipens
- All staff trained in administration of Epipens
- Selected staff trained in First Aid at Work and Paediatric First Aid

School Local Offer for SEND

Every school in Hertfordshire will offer a range of interventions for children and young people and these will differ from school to school dependent on the school's organisation.

This information is published on the school website so that parents/carers can see what support a school provides for its pupils.