



Clare Shalom School - SEND Information Report 2024 - 2025

At Clare Shalom School, we pride ourselves on being a fully inclusive school, ready to meet the needs of all pupils through a personalised approach. Parents/Carers often have questions regarding what support is available for the needs of their child(ren).

Please find below information, which details how we approach teaching and learning in an inclusive way for children with SEND.

What types of special educational needs do we provide for?

Clare Shalom School supports the special educational and disability needs (SEND) of children. These needs are classified under four broad areas in accordance with the SEN Code of Practice 2014, which are:

1. **Communication and Interaction:** Pupils may have a difficulty in communicating with others, understanding what is being said and/or and using social rules of communication.
2. **Cognition and Learning:** Pupils may learn at a slower pace than their peers even with appropriate differentiated teaching. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to pupils with profound and multiple learning difficulties (PMLD).
3. **Social, Emotional and Mental Health:** Pupils may experience a wide range of social and emotional difficulties, which can manifest in many ways. These may include becoming withdrawn or isolated, displaying challenging or disruptive behaviour, anxiety or self-harm.
4. **Sensory and/or Physical Needs:** Pupils may 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) may need specialist support and /or equipment to access their learning.

How do we identify and assess pupils with SEND at Clare Shalom?

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. Clare Shalom strives to ensure that all needs of these children are effectively met in order for them to participate in all aspects of school life. It is our aim that provision is tailored to the children's needs.

When a pupil is at school and we have concerns, we use a 'Graduated Approach' to identify and support pupils who are experiencing barriers to their learning. This is a four-part cycle of actions and decisions that are reviewed and refined using the 'Assess, Plan, Do and Review' model.

Teachers, working alongside the SENCO, will assess reasons why a pupil is not making adequate progress, despite high quality differentiated teaching. 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. This facilitates identification of those pupils making less than expected progress given their age and individual circumstances;
- Concerns that are raised by parents or carers; a teacher or the pupil;
- a change in the pupil's behaviour or progress;
- reports from external support services;

The purpose of identification is to work out what action the school needs to put in place, and 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.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

How do we teach and meet the needs of pupils with SEND?

If pupils are identified as having SEND, they receive special educational provision known as SEN Support. At Clore Shalom School, we offer different types of support according to the individual needs of pupils, as outlined below.

Wave 1 Provision (Universal i.e. for all pupils): Quality First Teaching

Each pupil is entitled to Quality First Teaching as planned by the class teacher. Support is tailored to individual needs within the classroom.

Quality First Teaching involves:

- having high expectations for all pupils within the class, including pupils with SEN and disabilities.
- building 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 within or outside the classroom.

Wave 2 Provision (Targeted i.e. for highlighted pupils): Small Group Work

This is targeted at pupils who have identified barriers to learning that Quality First Teaching may not be able to meet. The intervention groups are delivered by teachers and by trained teaching assistants, for e.g. social skills, speech and language therapy, fine motor, phonics, maths, reading and writing groups. Pupils are withdrawn from class for intervention groups for an amount of time so that they do not miss too much curriculum time with their peers.

Wave 3 Provision - Specialist: Individual Support

This is provision for pupils show a particular difficulty, or are making limited progress. It involves a structured programme, run with support and advice from professional outside agencies and delivered by trained teaching assistants under the guidance of the SENCO. Pupils with SEND who are not able to access learning with their peers may follow a personalised or an adapted curriculum, supported by a high staff-to-pupil ratio. 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).

What should I do if I think my child has special educational needs?

The first person to discuss any concerns with is your child's class teacher. Following on from this, the Inclusion Team may be involved in further meetings. The class teacher and Inclusion Team will work closely together to monitor the child and will inform you of any observations undertaken and provisions put in place. You may request to meet with either the class teacher or Inclusion Team at any time.

How do we adapt the curriculum and the learning environment for pupils with SEND?

All pupils have access to a broad and balanced curriculum. SEND pupils are supported to develop their confidence, independence and positive self-esteem within a safe and nurturing learning environment.

We ensure that the curriculum and equipment used is accessible to all pupils regardless of their needs. Provision to facilitate access to the curriculum include:

- planning and teaching of lessons, which are adapted to support the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.
- specific resources and strategies will be used to support your child.
- specialist approaches to teaching including structured teaching principles, specialist equipment e.g. writing slopes, pencil grips, enlarged fonts, coloured overlays etc can be used alongside standard equipment within the classroom.
- play based learning facilities.
- sensory facilities.
- hygiene facilities.
- reasonable adjustments made to the environment to meet the needs of pupils with disabilities.

- an application for access arrangements for KS2 SATs can be made so that, SEND pupils are not at a substantial disadvantage in comparison with other pupils who do not have SEND.

How will the school help me to support my child's learning?

We are keen for parents/carers to support their child's learning and will encourage this in a number of ways. At the beginning of the academic year all parents/carers are given an overview of the topics covered throughout the year. For children who would benefit from additional time at home to familiarise themselves with lesson concepts, resources and any relevant vocabulary can be sent home ahead of these being taught in class. Through parent/carer consultations, APDR or any other meetings, teachers can suggest ways you can support your child that are particularly suited to their needs and/or learning style. The Inclusion Team would be able to suggest other ways of gaining support such as through parenting workshops that are on offer in the local area or those that are provided by charities. We have a number of external agencies attached to our school and are able to direct you to the services that they offer.

How will I be kept informed of how my child is doing?

We have a number of ways of communicating with parents/carers at Clore Shalom and we encourage regular two way communication with parents/carers. Parents/carers are invited to parent/carer consultations in the Autumn and Spring term and a school report is written in the Summer term. Parents/Carer of children with SEND are also invited to termly meetings to discuss and review their APDR paperwork. Children with an Education, Health and Care Plan (EHCP) will be invited to a formal annual review where all adults working with the child will be involved. For some children and families, we find a more personalised approach works best. This may involve a home school book which is filled in daily or weekly, regular update emails or a catch up meeting in school planned for a mutually convenient time.

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?

All staff are nurturing at Clare Shalom and this is often commented on by children and parents/carers. Staff at Clare Shalom are always willing to go the extra mile to ensure children feel safe and supported at school and are readily available for any children who want to talk through any issues they may be having.

A Flourish (PSHE) curriculum is delivered to all pupils. This aims to provide pupils with the knowledge, understanding and skills they need to enhance the emotional and social knowledge and wellbeing.

We recognise that pupils with SEND may have social and emotional development needs that require additional support in school. The range of provision to support these include:

- meet and greet at start and at the end of day
- Emotional Mentoring
- Pastoral groups
- Social skills programmes
- Personalised social stories
- CAMHS/Step 2/School nursing referral

How are the school's resources allocated and matched to children's special educational needs?

Each financial year, the SEND budget is allocated and a review of the needs of the children with SEND is conducted. The money within this budget is used to provide additional support, resources or staffing, which are allocated according to the needs of the pupils on the SEND register. In some cases, banded funding is allocated by the Local Authority in line with a child's Education Health Care Plan (EHCP).

How is the decision made about the type and amount of support my child should receive?

The resources and staffing available are reviewed termly at pupil progress meetings. Alongside the Senior Leadership Team, the Inclusion Team will look at where resources and staffing can be best matched to ensure all children have access to resources or support, as is appropriate. Recommendations from professional reports may also impact on how decisions are made.

How will my child be included in activities outside the classroom, including school trips?

At Clare Shalom, we embrace activities outside the classroom. Careful planning goes into off site visits and children and parents/carers will be well informed in advance. Part of the planning of the trips involves conducting risk assessments which take into consideration the needs of all the children involved. Individual risk assessments are completed when necessary and social stories are shared with targeted children. Staff will make any adjustments necessary so that all children are able to participate in a way in which they feel comfortable to do so. Where a 1:1 is required, a parent or carer may be asked to accompany the child on the trip. Visits outside of the classroom but within the school site are also carefully planned for. Children will be informed of these via our daily visual timetables and staff will have considered any reasonable adjustments that

would need to be made. This may be in the form of additional staffing, groupings of the children, positioning of the children, talking to the child in advance and making them aware of the changes as well as listening to any concerns and answering any questions.

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 Advisory Team,
- Educational Psychology Team,
- Specialist Support and Advisory Service (SSAS), School Nursing Team,
- The Hive and Hertsmere Schools' Partnership
- Additionally, we have access to support which is offered by Jewish charities such as Norwood.

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.

There is a wide range of training on offer to all staff at Clore Shalom school. It is part of our annual In Service Training (INSET) schedule to include sessions which are focussed on areas of SEND as well as whole school initiatives on strategies which are beneficial to children with SEND. Where there is a particular need within the school, it is our aim that all staff necessary will receive the relevant training.

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

At Clore Shalom, we understand the importance of a well-planned transition. When a child joins an existing class, every effort is made for them to feel familiar in their surroundings prior to starting at Clore Shalom. We encourage initial visits, plan for spending time with the class in the playground, set up a buddy system, ensure all staff are made aware and discuss routines with any children who are not familiar with the Clore Shalom rules and routines. Parents/carers are invited to be as much a part of this as they can and are always welcomed into school to meet with staff.

As standard practise, we run transition sessions to prepare all children for going to their new class. As well as this, class teachers handover key information regarding each child so receiving staff have a complete knowledge of the needs of all children prior to them coming into their class. Where appropriate, it is also arranged for children who require additional preparations such as photo transition books, extra visits to a new classroom and meetings with new staff to have this well in advance. As always, parents/carers are informed of every measure we take every step

of the way. We have strong links with many of our secondary schools and are always keen to work with them to support the transition of our leavers and hold meetings with their SEND teams to ensure we have shared all relevant knowledge.

How is the effectiveness of SEND provision assessed and evaluated?

Pupil progress meetings are held termly with the class teachers, members of the senior leadership team as well as the SENCo. Any barriers to learning may be discussed and interventions evaluated. Additionally, it is the role of the class teacher, together with the Inclusion Team, to monitor and evaluate the progress of the children who have additional support in place. This may be done through observations, scrutiny of pupils' work and/or discussions with the child and staff involved.

How accessible is the school environment?

The ground floor, where the majority of Clore Shalom's rooms are, is fully wheelchair accessible. In the event of anyone needing to access an upstairs room, changes would be made so this is not the case. The school also has a disabled toilet. Adjustments are continuously made to ensure all children and visitors, regardless of need, can fully access the school. We welcome individual discussions where specific adjustments are required.

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?

Concerns or complaints about any aspect of SEND 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 Governing body, or referred onwards to the Borough's education authority.