**Glebe Primary School SEN Information Report 2023-2024**

***What kinds of special needs are provided for in this school/setting?***

At Glebe Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. This encompasses the four main areas of SEND:

* Communication and interaction;
* Cognition and learning;
* Social, mental and emotional health;
* Sensory and/or physical.

Glebe Primary School’s Local Offer should be read in conjunction with the following:

* Anti-Bullying Policy;
* Pupil Behaviour Policy;
* Safeguarding Policy;
* SEN Policy;
* Resource Base policy and handbook;
* Supporting Children in School with Medical Conditions.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

* Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities;
* The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Definitions:

* SEN is the acronym for Special Educational Needs. You may also see this referred to as SEND (Special Educational Needs and Disabilities).
* A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
* A significantly greater difficulty in learning than the majority of others of the same age, or;
* A disability which prevents or hinders them from making use of facilities of a kind, generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools;

***Who is responsible for the provision for SEN?***

**Roles and Responsibilities**

Inclusion team: Miss. M. Hembling (SENCo)

Responsible for:

* Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
* Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
* Advise on the graduated approach to providing SEN support;
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively;
* Be the point of contact for external agencies, especially the local authority and its support services;
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
* Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
* Ensure the school keeps the records of all pupils with SEN up to date.

**If you would like to contact the SENCo please call 01268 784253 or email** [**mhembling@glebeschool.com**](mailto:mhembling@glebeschool.com)

**Head of the Resource Base for deaf Children: Miss. E. Neame**

Responsible for:

* Providing direct teaching for Deaf children. To design individual education to enhance children's progress;
* Ensuring that Deaf children have full access to the National Curriculum and to provide support to other teachers in this task;
* Contributing to an assessment of children's needs. To set objectives for children's progress;
* Contributing to reviews and assessments and provide information to parents. To provide deaf awareness training for staff and hearing pupils including signing tuition;
* Assisting with providing in-service training (INSET) within the school. To work with children individually or as part of a small group;
* Liaising with relevant teaching staff, tutors, educational communicators, teaching assistants and parents so that progress is carefully monitored. To liaise with external agencies - Educational Psychologists (E.Ps), Learning Support and Special Needs Provider Unit Staff, Audiologists, Careers Advisors, Speech Therapists, Social Workers, Deaf Tutors, area Specialist Teachers of the Deaf and Teachers in other Resource Bases. To pre-tutor and post-tutor pupils on lesson content;
* Advising teaching staff on acoustics, listening positions, speech clarity, use of hearing and radio aids, delivery styles, levels of language concepts, terminology and technical vocabulary;
* Assisting with audiological monitoring;
* Offering children opportunities to spend time with deaf role models;
* To monitor and to maintain audiological equipment.

**If you would like to contact the Head of the Resource Base please call 01268 784253 or email: eneame@glebeschool.com**

**The SEN Governor: Mr. R. Bradley**

Responsible for:

* Help to raise awareness of SEN issues at governing board meetings;
* Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
* Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

**The Headteacher: Mr. M. Clarke**

Responsible for:

* Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school;
* Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

**Class teachers**

Each class teacher is responsible for:

* The progress and development of every pupil in their class;
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
* Working with the SENCo to review each pupil’s progress and development and decide on any changes to provision;
* Ensuring they follow the SEN policy.

**Learning Mentor: Mrs. S. Parker**

Responsible for:

* Liaising with staff to identify learners who would benefit from mentoring;
* Helping learners who are underperforming in their subjects on a one-to-one or small group basis in and outside the classroom;
* Listening to and helping learners resolve a range of issues that are creating barriers to learning;
* Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress;
* Running extracurricular activities, such as Allsorts lunchtime clubs;
* Providing group or one to one activities to promote well-being, emotional development and social interaction skills;
* Maintaining accurate records and evaluating the progress of targeted children.
* Sharing strategies with the Inclusion team including the class teacher and teaching assistant;
* Monitoring behaviour and implementing support for behaviour for identified pupils.
* Helping with transition activities for learners moving to secondary schools.
* Resourcing and providing support for Young Carers.

***How does the school identify and assess the needs of children and young people with SEN?***

The method of identification and provision for children with special needs follows a graduated approach.

* Concerns are first raised and addressed through normal classroom practice (by parent or teacher). This could be in the form of being part of the teacher’s focus group, additional scaffolding/ support in class or school-based intervention groups. Concerns may be flagged up at parent consultation evenings or pupil progress meetings;
* If the child does not respond and it is felt his or her needs are additional to or different from normal classroom practice, then the child is considered to be receiving Additional SEN Support. Further additional provisions will then be put into place and the child may receive other interventions via small group work outside of normal classroom provision or 1:1 support in specific lessons. Sometimes, the child may require further additional and different provision and the school is required to consult with outside agencies;
* In some cases a child’s needs cannot be met by the above or the gap between the child and their peers widens and more complex needs are identified. In this case a request for an Education, Health Care Plan (EHCP) is requested.

***Where can I find out about what is available locally for me, my family or my child?***

Essex Local Authority has published its own Local Offer which can be accessed by the link below. <https://www.essexlocaloffer.org.uk/>

***How can my child and I be involved in planning and reviewing the support they receive?***

At Glebe Primary School we use the One Planning approach to plan and review the support provided for children with SEN. One Planning is the name given to how we do the graduated approach (assess, plan, do, review) in a person-centred way in Essex. One Planning is a continuous process and not something that happens once. Part of One Planning, is person centred, focussing on the views and interests of your child. The purpose of the One Planning process is to:

* Ensure school staff are informed, well-prepared and confident;
* Revisit school systems and processes to make sure they support the needs of the learner;
* Review the curriculum in terms of relevance and breadth to make sure the needs of the learner are met;
* Ensure resources are used effectively and their impact is evaluated.

**The 4 part cycle of One Planning is summarised as follows:**

1. Assess – clear analysis is made of needs based on:

* Views of the CYP and their parents / carers;
* Teacher assessments and observations;
* Pupil’s current attainment;
* Pupil’s previous progress and attainment;
* Tracking of progress and comparisons with national data;
* Assessments by external agencies (if appropriate).

2. Plan – following assessment, the teacher, SENCo, parent/ carers and child, agree on a plan of action to include:

* Time limited outcomes;
* The adjustments, support and interventions to be put in place;
* A date for review;
* All planning is child centred and outcomes focused and recorded.

3. Do – all the teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

* Differentiating and personalising the curriculum;
* Delivery of ‘additional and different’ provision;
* Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff;
* Linking interventions to classroom teaching. The SENCo supports teachers in the effective implementation of provision.

4. Review – the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with the child and parent/ carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of, or change to, provision. One planning take place once a term and will always involve the views of children and their parents and carers.



Figure 1. Diagram of the One Planning process.

***What if I think my child needs more help than the school can provide?***

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the Early Years SEND support or SEND support.

After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child’s programme will vary depending on the needs of the child and the targets set in the EHCP. We may be able to offer in-house programs like:

* TT Rockstars;
* Dyslexia Gold;
* Phonics based interventions such as Toe by Toe and Codebreakers;
* Speech and Language Therapy programmes such as Talk Boost and Wellcomm;
* Nurture groups such as Social skills, Bubble time, Lego Therapy, Six Bricks;
* Individualised learning or small group English and Maths sessions differentiated to your child’s level;
* We will always use the advice of external agencies e.g. an Educational Psychologist, Occupational Therapist, Speech and Language Therapist to help develop and review each child’s needs.

***What if the Local Authority says no?***

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level, and also set up a meeting in school to make certain a plan is in place, to ensure your child makes as much progress as possible.

***How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?***

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

* We will contact the school Inclusion Manager/SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child;
* We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

* Information will be passed on to the new class teacher in advance, via a planning meeting between the current and new teacher;
* All provision maps and personalised targets on One Plans or through target setting will be shared with the new teacher;
* All children visit their new classroom with their new class teacher during moving up mornings. To aid their understanding about any forthcoming moves, additional visits can be arranged for individual children who experience greater difficulties to cope with changes.
* Personalised picture booklets are used to help children in preparations for transition.

When moving into Glebe School during the academic year:

* We will meet with you and your child to discuss their needs and decide how to best transition into Glebe School;
* We will liaise with previous School Inclusion Manager/SENCo to discuss the provision and obtain records from external agencies;

In Year 6:

* We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth;
* The school Inclusion Manager will liaise with and discuss the specific needs of your child with the Inclusion Manager/SENCo of their secondary school;
* Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead;
* Secondary School support workers are invited into school;
* Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school;
* If your child has an Educational Health Care Plan the school will hold a transitional annual review.

***How will teaching be adapted to meet the needs of my child?***

All children receive class teacher input via excellent classroom teaching:

* The teacher will have the highest possible expectations for your child and all pupils in their class;
* All teaching is based on building on what your child already knows, can do and can understand;
* Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child;
* All lessons are differentiated to meet the needs of your child and class;
* Grouping of ability, mixed and independent work is used to support all pupils;
* Putting in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task.

***How have you made this school physically accessible to children with SEND?***

* The school is accessible to children with physical disability via wide doorways and corridors. The school setting is all on one level, making it easily accessible to all;
* We ensure that equipment used is accessible to all children regardless of their needs. The school has a disabled toilet, equipped with a changing facility.
* Please see the school website for the full accessibility plan.

***What skills do the staff have to meet the needs of my child?***

The SENCo’s job is to support the class teacher in planning for children with SEN.

* The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND;
* This may include whole school training on SEND issues or to support identified groups of learners in school.
* Whole staff receive training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND.
* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teaching Team to medical/health training to support staff in implementing care plans.
* Resource Base teachers hold, or are working towards holding the Teacher of the Deaf qualification and Resource Base LSAs all hold British Sign Language qualifications.

***How will I know how my child is doing?***

At Glebe School your child’s progress is continually monitored by his/her class teacher, SENCo and Senior Leadership Team.

* His/her progress is reviewed every half term and an assessment is made for reading, writing and maths.
* If your child is in Year 1 and above, but is not yet working at the level of the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
* At the end of Nursery, the Reception class and each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS), EYFS and Phonics Assessment (Year1). This is something the government requires all schools to do and are the results that are published nationally.
* The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.
* All children at Glebe, including children on the School SEND register will have targets set. Through this process your child will be fully involved in setting their own individual learning targets with a key designated adult. Your child will review their progress and targets once a term with their key designated adult.
* Any child receiving additional interventions will be recorded on the whole school Provision Map, which are reviewed termly by the class teacher, SENCo and Senior Leadership Team.
* Children with high level needs will have a One plan which will be reviewed with your involvement, every term.
* The Senior Leadership Team and SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
* A range of ways will be used to keep you informed, which may include:

o Homework books and Reading Records

o Parents’ evenings

o Additional meetings as required

o Reports

o Weekly newsletters

o School Website

***What extra-curricular activities can my child participate in?***

We make sure activities outside the classroom and school trips are available to all.

* Risk assessments are carried out for each trip and suitable number of adults is made available to accompany the pupils, with 1:1 support if necessary.
* Parents/carers are invited to accompany their child on a school trip if this ensures access.
* Breakfast club and a wide range of after school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate;
* The school will ensure there is a qualified first aider on site during all extra curriculum activities.

***How will my child’s social and emotional health and well-being be supported?***

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Please see our admission page, along with the school’s admission policy on the school website. We are continuously developing PSHE education across the school, and aim to offer a curriculum which is balanced and broadly promotes the spiritual, moral, cultural, mental and physical development of all children. Below are some examples of how we aim to achieve this:

* Children may work on an individual basis or in small groups with the learning mentor, or LSA;
* Whole class or small group lessons on issues surrounding PSHE;
* Circle times and assemblies;
* Promoting good relationships and respecting the differences between people;
* Developing children’s confidence and responsibility and making the most of their abilities;
* Religious education lessons;
* Developing cultural respect and moral values through literacy resources and topic work;
* Financial education through maths and fundraising events;
* Encouraging a heathier life style by promoting the importance of physical exercise;
* Specific lessons on how to stay safe including e-safety learning for children and parents.

***How the school work with other agencies?***

Glebe Primary School liaises with a range of agencies for advice and support in order to provide tailored support to meet your child’s needs. We currently work with the following agencies:

* Essex Inclusion Partner (IP) and Educational Psychologist (EP);
* The National Health Service including speech and language, occupational and physio therapists;
* South Essex Extended Services including family support, counselling and educational psychology advice;
* Charities such as NSPCC, SCAFT;

***How do I complain if I am not happy with what is happening for my child?***

Depending on the nature of the concern, you may wish, or be asked to follow the school’s formal complaints procedure. The prime aim of Glebe Primary School’s policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school. The complaints procedure in the Complaints Policy, which can be found on the school website.