This document should be read in conjunction with our SEND Policy and SEND Information Report.

Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement

All policies relating to SEND can be found on the school website: www.glenleighparkprimaryacademy.org/



Special Educational Needs (SEN) Policy Information 2026-27

Quality first teaching	At Glenleigh Park we are committed to delivering a broad and balanced curriculum underpinned by quality first teaching for all pupils. Good quality first teaching means that teachers plan, personalise, differentiate and adapt learning experiences to meet the needs of all pupils. This ensures that teaching at Glenleigh Park is inclusive for all.	All staff are responsible for ensuring that this provision is delivered in every classroom. The class teacher, supported by teaching assistants, is responsible for ensuring adjustments are made to suit the needs of the children.
The class teacher to consider if additional intervention is required using assessments and, where necessary, in discussion with the SENCo		
'Short term' Intervention and support (monitoring)	If a child is not making progress or achieving age-related expectations, despite quality first teaching, they may require a short term, specific and time bound intervention to overcome their barrier to learning. These interventions are organised by the class teacher and delivered by staff from within school. Children in these interventions are added to the 'monitoring' list.	Intervention trackers, intervention timetables and specific programme assessments are used to monitor the interventions and the progress made within them. The SENCo is able to see an overview of all interventions happening within the school.
The class teacher raises their ongoing concerns with the SENCo and parents. The child is added to the Special Educational Needs (SEN) register		
Special educational needs (SEN) register	The class teacher creates a pupil profile and an assess, plan, do, review sheet (APDR) written and reviewed three times per year. Individual Support Plans (ISPs) are discussed and shared with parents/carers at the end of Term 2, 4 and 6. This document shows the provision that is additional and/different for the child on the SEN register. This may include group intervention; additional in-class strategies or delivery of bespoke programmes to support the child. Specialist referrals may be made to gain support and advice from outside agencies.	SENCo oversees any referral made with the support of the class teacher and liaises with outside agencies SENCo monitors ISPs and is available for teachers to ask for support with these In a small number of cases, the SENCo, in consultation with outside agencies; parents/carers and the class teacher applies for an EHC needs assessment from the local authority. This application is made when the criteria from the East Sussex SEN Matrix are met.

If a parent has a concern about their child they should, in the first instance, contact the child's class teacher.

Key contacts:
Special Educational Needs Coordinator (SENCo): Mrs A. Tanner
LAB SEN: Miss Kiley Wheeler
Please contact the School Office to make an appointment to see the SENCo office@glenleighppa.org.uk or 01424 213611

Pupils on the SEN register are involved with their provision and parents receive a reviewed copy of their child's ISP three times a year with an opportunity to discuss this with the class teacher.

