Glenleigh Park Primary Academy and Nursery

Growth, Perseverance, Positivity, Achievement

Special Educational Needs and Disabilities (SEND) Information Report

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website https://www.glenleighparkprimaryacademy.org/send/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

We support children with a broad range of needs as identified within the SEN code of practice (2012). This includes but is not limited to:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Developmental delay and specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Difficulties with emotional regulation
	Attachment disorder
	Anxiety
	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All staff at Glenleigh Park Primary Academy support children in a range of different ways to ensure the best possible outcome for all of our pupils.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Annie Tanner; Assistant Headteacher for Inclusion. Mrs Tanner is an experienced SENCO, qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

Class Teachers

At Glenleigh Park Primary Academy, every teacher is a teacher of SEND. All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. Teacher training is further enhanced by external providers such as Educational Psychologists, Speech and Language Therapists and professionals from the iSEND Services within the local authority. Training is carefully planned and delivered throughout the year based on the existing and emerging needs of the children.

Teaching Assistants (TAs)

We have a team of TAs, including two higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision. Teaching assistants have had training to deliver specific interventions as part of small groups and on a 1:1 basis. Interventions include:

- Read Write Inc
- Phonics Tutoring
- Daily Supported Reader
- Better Reading Partners
- Reading Recovery
- Sensory Circuits
- Fine Motor Skills
- Speech and Language Link
- Maths boosters
- Writing boosters

Some of our teaching assistants deliver specialist Speech and Language Programmes that have been written by a therapist. In these instances, TAs have regular support from the Speech and Language Therapist to ensure their effective delivery.

Pastoral Assistants

We have three Pastoral Assistants: Miss Knight, Miss Jeffrey and Miss Weeks, who help support the emotional wellbeing of pupils. All three of our Pastoral Assistants Our Pastoral Assistants have completed their Emotional Literacy Support Assistant (ELSA) qualification and support children with many different areas such as:

- Self esteem
- Loss and bereavement
- Social skills
- Problem solving
- Emotional regulation
- Building resilience
- Anxiety

Children who are supported by the pastoral team access a 6-week block of support either as part of a small group or on a 1:1 basis.

All of our staff have received Empowerment Approach training to support behaviour. All staff also have regular training for Daily Supported Reader and Read Write Inc Phonics. We have a specialist maths teacher who delivers regular Maths Mastery training for all staff throughout the year.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- NHS Services
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians

- School nurses
- Mental Health Support Team
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

We recognise that parents know their children best, and we will listen and understand when parents' express concerns about their child's development.

If you think your child might have SEN, the first person you should tell is your child's teacher who will meet with you and discuss strategies to support your child in class.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher who will discuss strategies to support your child in class. In the first instance, we will use Quality First Teaching to support your child. Concerns can be discussed at parents' evenings, or you can send an email via the school office: office@glenleighppa.org.uk You can also contact Mrs Tanner (SENCO) via the school office.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will discuss this with you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

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.

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. Mrs Tanner (SENCO) oversees all interventions across the school.

If the pupil is still struggling to make the expected progress, the teacher will discuss this with Mrs Tanner. Using evidence from teacher assessments, intervention trackers and specific programme assessments, Mrs Tanner will support the teacher to make any necessary changes to a child's provision. The class teacher will contact you to discuss the possibility that your child has SEN and inform you of next steps.

Mrs Tanner will observe the child to ascertain their strengths and difficulties and complete any relevant checklists or assessments related to emerging needs. A child's progress and development will also be compared with their peers and available national data. Mrs Tanner will contact you to share concerns and ask your opinion, as well as speaking to the child to obtain pupil voice. Where appropriate Mrs Tanner may liaise with external experts such as a Speech and Language Therapist, Educational Psychologist or a paediatrician.

Based on all of the information gathered, Mrs Tanner will decide whether a child needs SEN support and will contact you regarding the decision.

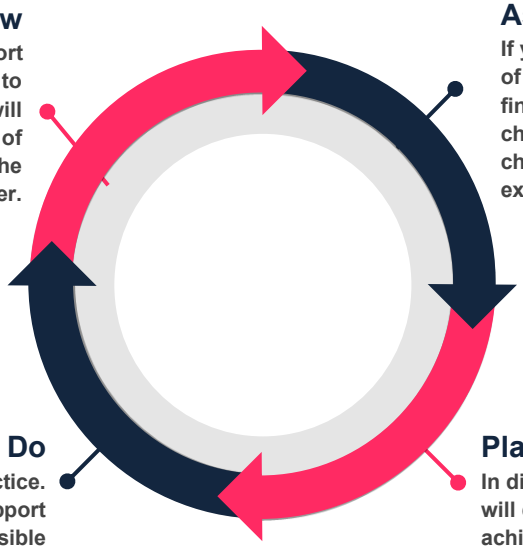
If your child requires SEN support, their name will be added to the schools SEND Register and an Individual Support Plan will be written. This document will be used to plan specialised provision for the child and will be reviewed and adapted as necessary. Individual Support Plans include parent/ carer views and pupil views and are shared with you.

5. How will the school measure my child's progress?

We use a range of tools to measure a child's progress, these include formal assessments both statutory and non-statutory, teacher assessments and observations. We also use programme specific assessment tools such as Speech and Language Link Assessments.

For children on the SEN Register, the class teacher creates an Individual Support Plan (ISP) which is written and reviewed three times per year. 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.

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the targets, strategies and provisions will be revisited and refined.

Mrs Tanner (SENCO) oversees all ISPs and is available to support teachers with these.

For some children, specialist referrals may be made to gain support and advice from outside agencies. Mrs Tanner facilitates and oversees any referral made with input from the class teacher.

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 (https://www.eastsussexmatrix.co.uk/) are met.

6. How will I be involved in decisions made about my child's education?

We will provide an annual written report on your child's progress. Parents with children on the SEN Register will receive a copy of their reviewed Individual Support Plan three times per year.

Your child's class teacher will meet or contact you at least three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office: office@glenleighppa.org.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or Pupil Voice

8. How will the school adapt its teaching for my child?

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.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teachers will work with small focus groups within whole class lessons
- Teaching assistants will support pupils in small groups and on a 1:1 basis for parts of the school day
- We may also provide additional physical resources to support specific needs such as: visual timetables, word banks, social stories, writing slopes, pencil grips, ear defenders, individual workstations.

We may also provide the following interventions:

- Read Write Inc
- Daily Supported Reader
- Better Reading Partners
- Reading Recovery
- Fresh Start
- Speech and Language Programmes
- Tailored writing or maths groups
- Speech and Language Link
- Social Skills
- Sensory Circuits
- Handwriting or fine motor skills
- Pastoral/ Emotional Literacy

These interventions are part of our contribution to East Sussex County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing progress towards their targets as outlined in their Individual Support Plan
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires
- Regular teacher assessment
- Monitoring by the SENCO
- Regular Pupil Progress Meetings between class teachers and the Senior Leadership Team (SLT)
- Liaison between the SENCO and any external professionals also involved in a child's provision
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

We will use our best endeavours to provide resources and staffing to support children within the capability of our budget.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. Further information on the local authority and health services are available from: https://localoffer.eastsussex.gov.uk/

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to eliminating discrimination, promoting equality of opportunity and inclusion.

We work with parents and pupils to listen to their views, feelings and wishes to remove barriers and enable them to fully participate in all aspects of school life.

All of our extra-curricular activities and school visits are available to all pupils, including our before and after-school clubs.

All children are encouraged to go on school trips, including our residential trips. All children are encouraged to take part in sports days, workshops and any other wider community activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

Oversubscription criteria are not based on any factor that would unfairly disadvantaging prospective pupils with a disability or special educational needs

Further information about the admissions process, including our Admissions Policy and supplementary information can be found here: https://www.glenleighparkprimaryacademy.org/admissions/

13. How does the school support pupils with disabilities?

We support all pupils to access our school through careful consideration of adjustments that can be made to the physical environment as well as resources that may be needed to improve access to the curriculum and wider school life.

Further information about how we support pupils with disabilities can be found in our Accessibility Plan: https://www.glenleighparkprimaryacademy.org/policies/

14. How will the school support my child's mental health and emotional and social development?

We understand the importance of supporting children's mental health and wellbeing and work with the children to develop their emotional intelligence. As well as having access to our Pastoral Team, as mentioned above, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to be part of clubs and extracurricular activities
- We provide extra pastoral support for listening to the views of pupils with SEN by completing regular pupil voice
- We run an alternative lunch club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying (please see our Anti-bullying Policy for more information: https://www.glenleighparkprimaryacademy.org/policies/)
- We seek support from the Mental Health Support Team as needed

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We understand the importance of a robust approach to supporting pupils when moving between years, schools, phases, and onto adulthood. We ensure that each stage is carefully planned with the needs of the child at the centre:

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher meet and discuss pupil's SEN. The SENCO supports these meetings as required.
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide Social Stories to support children to understand the upcoming transition

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases when moving onto secondary school

The SENCO of the secondary school will meet with our SENCO or organise a discussion over the phone. They will discuss the needs of all the children who are receiving SEN support as well as those receiving pastoral support. The child's class teacher will be part of these meetings to ensure that all information is also shared about what is in place for them in the classroom.

Support for pupils' transition may include:

- Transition support from the Pastoral Team as part of a small group
- Practising with a secondary school timetable
- Learning how to get organised independently

- Plugging any gaps in knowledge
- Some children with an EHCP may also receive additional support from the EHCP Transitions Team from the Local Authority

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Green is our designated teacher for looked-after and previously looked-after children. He can be contacted via the school office: office@glenleighppa.org.uk

Mr Green will work with Mrs Tanner, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance and we will work with parents and carers to resolve these.

If parents wish to make a complaint they will then be referred to the school's complaints policy: https://www.glenleighparkprimaryacademy.org/complaints-1/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details of how to contact this service can be found here: https://localoffer.eastsussex.gov.uk/send-information-and-services/education-health-and-care-plans/ehcp-appeals-and-mediation

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the East Sussex Local Offer. East Sussex Local Authority publishes information about the local offer on their website: https://localoffer.eastsussex.gov.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://localoffer.eastsussex.gov.uk/contact

https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/east-sussex

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages