

Information for Parents and Carers of children with Special Educational Needs and Disabilities (SEND)

1. The kinds of special educational need for which provision is made at Glenmere School

Overview

Glenmere Primary School provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Glenmere Primary School is a mainstream setting catering for children aged from 4 to 11 years and there are 212 pupils on roll. Glenmere School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be considered in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy.

Glenmere strives to be an inclusive school engendering a sense of community and belonging through it's:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which show the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

2. Information about Glenmere's policy for the identification and assessment of pupils with special educational needs

How does Glenmere Primary School identify children with Special Educational Needs and Disabilities?

The SENCO is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- The day to day operation of the school's Special Educational Needs Policy. assisting staff in the identification and assessment of pupils with SEND.
- Advising on classroom and other appropriate strategies.
- Liaising with parents, support staff and other external agencies.
- Maintaining the school's SEND files and record.
- Informing and advising the governors.
- Continuing their professional development in SEND.
- Contributing to staff training.
- Managing the budget for SEND in conjunction with the Head teacher.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Glenmere has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice. These stages are:

- Cause for Concern sheet is filled out by class teacher – this is then sent to the SENDCO.
- SEND Support – Additional Needs Plan is written with guidance from the Graduated Response Toolkit.
- Statement/Education Health and Care Plan (EHCP) by the Local Authority.

The first stage is a school-based stage where it is anticipated the needs of pupils can be met through school-based provision via quality first teaching. If the child meets the criteria of needing more support than can be offered by teachers within the parameters of the below expected level / needing further intervention, teachers will use the Graduated Response Toolkit to guide them when writing an Additional Needs Plan as further support is necessary. Additional Needs Plans are reviewed termly with parents.

Where pupils are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school is able to provide and referrals will be made for outside support.

This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities, and that the majority of children will lie at the SEND Support Stage (ANP). Glenmere's arrangements for implementing levels of action are guided by the LA's document 'SEND Criteria'.

Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers will have identified pupils with a potential Special Educational Need and consulted the Special Educational Needs Coordinator, and completed a Cause for Concern form. Initial action to address those needs and concerns is taken and progress monitored carefully.

The triggers for intervention through SEND Support could be the teacher's or other's concern of the child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills.
- Has social, emotional and or mental health difficulties which substantially and regularly interferes with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The class teacher will gather relevant evidence and meet with the SENCO and a decision will be made whether or not to place a child on the SEND register. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's and parent's views will be recorded on the Additional Needs Plan. The pupil will have SMART targets to address needs and how these needs will be addressed will be recorded on the Additional Needs Plan.

A pupil with a SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEND needs of the child or young person and they have not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will consult the SEND Criteria for Leicestershire to ensure the child meets the criteria for an EHCP referral. The school will provide evidence of the action it has taken in the form of a SEND Support Plan on the referral form, to help to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision. The appointment of an EHCP is not a decision which can be made by the school.

3. Information about Glenmere's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans including:

a) How it evaluates provision

[How does Glenmere Primary School know how effective its provision for children with Special Educational Needs is?](#)

Glenmere has a Special Educational Needs and Disabilities Development Plan. Each year the SENCO will focus on certain areas of provision to monitor and evaluate and the outcomes are shared with all stakeholders. The development plan addresses areas for improvements and actions targets to address these areas, for example by providing staff training (both internally and externally) and which resources need to be purchased. The SEND development plan is on the school website and is shared with governors. The SEND governor will be invited into school to be made familiar with the plan and with all things SEND at Glenmere.

The SENCO and Head Teacher also updates governors during full governors meetings, to provide a detailed analysis of the progress of SEND Learners in relation to other vulnerable groups and provides an overview of how well the school is performing in relation to the national picture.

The policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities – Matt MacDiarmid is the SEND governor at Glenmere.

b) Arrangements for assessing and reviewing the progress of pupils with special educational needs.

[How will I know how my child is doing and how will you help me support my child's learning?](#)

All children on the SEND register have a termly review and a review meeting will be arranged with Parents/carers. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and / or ANPs and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, Learning Support Assistants and class teachers and new ones prepared in advance in preparation for new staff.

This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition there is an Annual Review meeting held to review the plan involving all stakeholders.

The SENCO tracks the progress of all the pupils on the SEND register each term through:

- Analysing data and teacher assessments
- Intervention program
- Monitoring sheets
- Pupil target reviews
- Small steps trackers
- External agency
- Reports.

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENCO will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and how long for. It outlines which pupils will be engaged in which

intervention programs. All support staff are trained to deliver the intervention programs appropriate to the groups of pupils they are supporting. These interventions are then timetabled by class teachers to operate at a time that is least disruptive to their classroom learning. The SENCO, in conjunction with the class teacher, carries out pre and post intervention assessments on all the pupils on the SEND Record to ensure the interventions have had an impact on pupil progress and to ensure that the progress is at least good.

c) Glenmere's approach to teaching pupils with SEND

How will my child be supported?

All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement. Differentiated provision within a mixed ability setting.
- Intervention programs guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver Quality First Teaching.
- Clear guidelines on behaviour with a structured reward and sanction system.

There is a Professional Development Plan to ensure all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. An audit of support staff skills is carried out each year to make sure that skills are matched to the pupils' area of need when mapping provision for individuals or groups of pupils.

The school outlines its provision in three stages;

- Universal provision (provision available to all pupils in school)
- Targeted Support (provision made for pupils who made need some additional support or intervention to attain at age appropriate levels)
- SEND Support (provision for pupil on the SEND Record).

Pupils receiving SEND Support with a higher level of need may have a SEN Support Plan. This plan will include contributions by the parent and pupil about their needs, contributions from external agencies such as social care or health agencies or Educational Psychologists. This plan is used as a working document to support the child's needs in school and is reviewed each term.

Staff provide the SENCO with timetables which detail when interventions, support programs and in class support is happening. Pupils with a Statement or EHCP have individual timetables which outline the provision they receive.

d) Adapting the curriculum and learning environment

How will the curriculum be matched to my child's needs?

The aims of Glenmere Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

All class teachers are aware of their responsibilities to all pupils including those with SEND in their class.

There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class.

All planning demonstrates differentiation to meet the learning needs of all pupils. A range of learning styles are also identified and recorded in planning.

It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants.

Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons.

Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners are able to support each other.

Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other.

e) How Glenmere will provide additional support for learning

How is the amount and type of support my child will receive decided?

At Glenmere, pupils on the SEND Support Record will have additional support which is outlined in the SEND Support Provision Map and in their ANPs. By monitoring pupil progress through the systems outlined in section 3a) the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths program. Individual support for reading, speech and language programs, occupational therapy programs
- Social skills groups
- Physical development programs to support fine and gross motor skills Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

Every class, where a child has an EHCP has access to a Learning Support Assistant (LSA) and the class teacher liaises with their LSA to plan support programs appropriately. Classes where there are higher levels of need will receive more Learning Support Staff support than those that have less. The level and frequency of support will depend on the individual level of need.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

How will my child be included in activities outside the classroom?

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented proportionately in after school activities, on the School Council and in year 6 responsibility groups such as the Wellbeing buddies. The School has a very inclusive ethos and there is an Inclusion Policy and Development Plan in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra-curricular activities and clubs. Where there is a financial implication pupils in receipt of pupil premium will be subsidised by the school to enable them to attend.

Risk assessments are completed by staff prior to any educational visits for children with significant needs warranting a risk assessment – for example for a medical or behavioural need.

Learning Support Staff provide 1:1 support for pupils with a very high level of need at playtime/lunch times and the school operates a buddy system on the playground where pupils in Key Stage 2 are encouraged to mentor and support pupils with difficulties with Social interactions skills on the playground.

g) Support that is available for improving the emotional and social development of pupils with special educational needs

How will you support my child's social and emotional needs?

Glenmere School has developed a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. In consultation with parents an agreement about the administration of medications is drawn up and staff with permission will administer medicines at certain points in the day. These are stored in a fridge in the staff area and are clearly labelled.

There is a pastoral slot at every staff meeting where concerns over any pupil can be shared with staff to heighten awareness and develop a whole school approach to meet needs.

The school has a clear behaviour policy which is followed across the school for consistency. The pupils are aware of the reward systems in school but also of the sanctions.

Pupil attitude surveys outcomes are that pupils are positive about their learning and enjoy coming to school.

Where there are pupils with very specific difficulties in relation to Social, Emotional and Mental Health Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as whole school approach.

Glenmere liaises with external agencies such as Social Care and the Psychology services to access training to support individual needs.

The school has two access points both of which are securely gated and the front entrance is monitored by security cameras. All entrances to the school are protected by security locks and visitors need to request access via an intercom system. All visitors are required to sign in via our electronic check in system and are provided with a visitors lanyard (yellow).

At Glenmere Primary School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem.

4. The name and contact details of SEN coordinator of SEND

How will I be able to raise any concerns I have?

Initial consultation needs to be with the class teacher, who will address the needs in class, before passing concerns onto the SENDCO. Where the SENDCO needs to be involved, then please ring the school for an appointment or email the school office putting the email for the attention of Mrs. Dorrington / SENDCO.

The Special Educational Needs Coordinator at Glenmere Primary School is Mrs. T Dorrington.

office@glenmere.net Tel: 0116 288 2228

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how expertise is secured.

What training and expertise do staff supporting children with SEND Have?

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A program of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

All staff, including support staff, have attended training using the Inclusion Development Plan materials on Specific Learning Difficulties, Autism and Social, Emotional and Mental Health. Training has been to delivered to staff on Trauma, ADHD, Dyslexia and signs of ASD. Support staff have received maths training using manipulatives and how to support SEND children (particularly children with EHCPs) in the classroom and at carpet time. All staff have then been able to use adjust their classroom practice using strategies, ideas and resources to support all learners, including those with SEND as part of Quality First Teaching.

Staff working with pupils with highly individualised needs have had specific training from external agencies in ADHD and Autism. More recently staff training was given on the development of the brain to support a pupil with Post Traumatic Stress Disorder.

Glenmere has a school nurse within the Health Authority to who references are made in accordance with the procedure for assessment.

Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate.

We also work with the following services: Educational Psychology (EPIC and Mosaic), Speech and Language Therapy, Occupational Therapy, Inclusion and the Autism Outreach Team.

6. Equipment and facilities to support children and young people with special educational needs.

How accessible is Glenmere Primary School?

The school is built on one level and there is access to all facilities. The school can offer wheelchair access and disabled parking via the front entrance through the main hall and at the rear entrance of the building to accommodate children with physical difficulties, and a disabled toilet.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENCO would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available.

7. Arrangements for consulting parents

How are parents involved in the school?

It is the policy at Glenmere to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience.

Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Personal Target setting.

Parents will be invited to termly review meetings.

Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

Permission will be requested from parents before the school requests any involvement from external agencies.

Glenmere has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet.

Each term parent interviews are planned where the pupils current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet.

Annual reports indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.

Each term a 'Supporting Your Child' letter is sent home outlining what the children will be learning and how parents can support them with this learning at home.

The school plans a range of curriculum days for different groups of carers to attend where parents can get actively involved in what their children are learning in their setting.

8. Arrangements for consulting/involving pupils

How will my child's views be listened to?

Pupils at Glenmere are engaged well in their learning and have a positive attitude towards school. A pupils Attitudes survey is carried out in as part of a Cycle of Monitoring and Evaluation. The most recent monitoring showed:

- Pupils who enjoy coming to school
- Pupils said their lessons were exciting and interesting; are motivated to work hard
- The pupils knew where to find next steps to improve in books
- Pupils were able to use recall grids to support their long term memory and avoid cognitive overload.
- Pupils feel confident about joining in with class discussion
- Pupils know what their class or personal targets are or where to find them
- Pupils attended before, during and after school clubs
- feel confident about completing homework tasks.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Glenmere School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

The behaviour of pupils is outstanding – ‘Pupils’ outstanding behaviour and attitudes enable them to concentrate and persevere in all lessons and this supports their learning extremely well.
(See OFSTED REPORT 2015.)

9. Treatment of complaints

[What should I do if I am unhappy?](#)

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO or Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents may complain to the governors, our SEND Governor is Matthew MacDiarmid. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

10. How the governing body involves other bodies.

[Who else has a role in my child's education?](#)

The governors will seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. External agencies such as health and social services bodies, local authority support services and voluntary organisations will be approached, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Contact with such agencies will be made via our internal controls and by the using sendirect.org.uk as appropriate. (see further details below)

11. Contact details of Support services

[What other services are there that might help me with information and advice?](#)

The SENCO. Mrs. T Dorrington office@glenmere.net Tel: 0116 288 2228 is able to support parents in accessing or providing contact details for other support services. Please email the office and address it for the attention of Mrs. Dorrington SENDCO.

Glenmere Primary School already works closely with a range of external services:

Speech and Language Therapy Service

Educational Psychology service

The Autism Outreach team

The Outreach Support team at Birkett House

Social Care

Leicestershire NHS Partnership Trust via the FYPC Early

Help

Occupational Therapy service

There will also be information about services which parents can access to support their child on the SENDIASS direct website <https://sendiassleicestershire.org.uk/>

12. Arrangements to support transfer between phases.

[How will Glenmere support my child when joining or transferring to a new school?](#)

A common system of record keeping and communication is established with Secondary Schools to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

Our EYFS teachers visit nurseries if there is a concern with a child with SEND, or contact prior nurseries to ensure transition is smooth and knowledge about the child is gained. Parents and early years providers are asked to provide details about the pupils' progress strengths weaknesses and any Special Educational Need or Disability.

Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCO prior to starting school.

Records are passed onto secondary schools / settings in accordance with schools policy.

The SENCO from the school the child is going to attend is invited to the Annual Review if the child has an EHCP, in the summer term.

In the term before transfer, the secondary SENCO meets with the Year 6 teacher, Year 6 children with SEND and Glenmere SENCO to discuss and prepare for transition.

Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.

13. Information on school/college contribution to the publication of the local authority's local offer.

[Where can I find the Local Authorities Local Offer?](#)

Glenmere has published our SEND information upon the schools' website and details can be found within our SEND section under the "Parent Information" tab. We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. Encouraging and welcoming support and advice from external, internal and parental knowledge. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: www.glenmere.net

Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding SEND can be found at www.leics.gov.uk. The aims of Glenmere Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code Of Practice for SEND.