



Glenmere School SEND Information Report

Ethos, values and vision

Ours is a friendly, welcoming and caring school. Working together we can fully support all of our children within a calm and purposeful environment. We feel strongly that our students with SEND should have highly effective, expert, well deployed and evidence based researched support to make progress.

What kinds of SEND does the School cater for?

In accordance with SEND Policy 2018, DDA and Equality Act 2010 we have students with a range of SEND including: • Speech Language and Communication Difficulties SLCN • Specific Learning Difficulties SPLD (Dyslexia / Dyscalculia) • Autism • ADHD / ADD • Social, Emotional and Mental Health • Severe Learning Difficulties • Moderate Learning Difficulties • Physical Disabilities (Hypermobility)

Who is the SEN Co-ordinator?

Supporting Governor for SEND – Mrs K Sangha
The SEND Co-Ordinator – Mrs T Dorrington

What should I do if I think my child may have SEND?

- Raise any concerns you have about your child with their class teacher or a supporting adult with whom you feel comfortable with but please share your concerns.
- Make an appointment with the class teacher to complete the early monitoring documentation and referral to the SEND department.

What does the school do if they think my child may have SEND?

- If concerns are raised that a child or young person may have additional needs, then the class teacher will complete an early monitoring form.
- A graduated response will then start in the form of an ANP (Additional Needs Plan), the approach is inclusive and values the parents and carers as well as the voice of the child: Importantly we may share and request information with parents and the child to ensure that we are getting the best information about meeting the child's individual needs.
 1. Early monitoring form is completed by the class team and parent / child's views are included
 2. SENDCo collates information, this may include assessments / observations / checklists / questionnaires / discussions/ data overtime
 3. A review will take place to decide how to meet the individual needs of the child or young person and the child may; A) Require continued monitoring to decide if the child's needs have been met by the subject teachers B) Requires additional support from the SEND team and goes on the SEND register C) No further action is required
 4. If your child is placed on the SEND register then their progress and individual needs will be reviewed regularly and overtime. They may receive additional resources or support, including interventions and provisions to ensure that they are making good progress.
 5. All children on the SEND register will have outcomes they are working towards and these will be shared and reviewed each term by the class teacher, keyworker, parents/carer and child. We will all work together towards agreed outcomes.
 6. Some children may require additional support or assessment by a specialist Teaching Service or an Educational Psychologist and through the graduated approach the SENDCo will make timely referrals.

7. The SENDCo will liaise appropriately for children who are receiving additional support through the National Health Service, from a paediatrician, CAMHS or speech and language therapist.

8. Children who require additional support/provision and resources may require an Educational Health Care Plan. This can be applied for by the school and parents with additional providers offering their expertise and guidance. Alternatively parents and carers can apply themselves.

9. If Leicestershire County Council issues an Education Health Care Plan, the School and SENDCo will ensure that the long term outcomes are being worked towards through a child centred, Plan-Do -Review -Cycle.

How will the school support my child?

- * Glenmere School will provide Quality First Teaching.
- We will adapt work so that SEND children can access it.
- Glenmere School will ensure provision and resources are available to Meet Individual Needs.
- Glenmere School will provide evidence based and well researched Interventions.
 - Effectively track data and progress of Students with SEND.
- Provide Students with plans and outcomes that ensure their individual needs are being met.
- Glenmere School will ensure Health Care plans support a child’s or young person’s medical needs

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

- The curriculum will be adapted to ensure that your child has access to their learning, staff are provided with the Local Authority Meeting Individual Needs Standards and guidance for different SEND.
- A Multi-sensory approach to learning will be used where it helps access to learning.
 - Resources and Equipment that further support learning will be provided depending on Student’s individual needs.
 - Staff will encourage independence, perseverance and resilience with learning whilst maintaining access to our curriculum.
 - At Glenmere School we encourage our students to understand what helps them learn, they are encouraged to be reflective and to understand what can help them feel more confident in accessing a well matched curriculum.
 - Feeding back to our SEND students is often specific to their needs and may include an emphasis on understanding the expressive and receptive elements to our verbal feedback.
 - We ensure that our marking offers SEND children the opportunity to appreciate clearly what they have done well but also have clear areas for improvement.
 - SEND students are given appropriate processing time and working memory prompts to ensure the curriculum remains well matched.

What support will be available for my child’s overall well-being?

- We offer our families and children consistent high quality Pastoral support. In addition, we have staff who are trained in Bereavement, Drawing and Talking Therapy and we have a qualified ELSA. We are also very proud of achieving the Wellbeing Awards for Schools, for which we had to demonstrate everything we have implemented into school to support all children with their mental health and wellbeing needs.
- We have experienced/ trained and expertly deployed support staff
 - Glenmere School is very proud of its links with Affinity and The Owls Trust, who work together collaboratively to ensure good practice is being shared.
 - A school counsellor positive response from our existing students and families.
 - Excellent links with ‘EPIC’ who is the Educational Psychology Service we buy into.

How will both you and I know how my child is doing?

We have parent's evenings, academic reports for all our students inclusive of SEND.

SEND children will also have:

- Termly SEND outcome reviews this will be with the Teacher, Keyworker (if one is allocated) and parent/child
- SENCO meets leaders termly to discuss progress of SEND children

In addition:

- SENCO may meet with parents and child
- SENCO may meet with parents and child and Keyworker / teacher or supporting adult
- SENCO may meet with parents / child and additional specialist services

All children on the SEND register have a file this file maintains all the relevant information to help meet the staff meet the student's needs, the file contains the following SEND details regarding the Student:

- 1) The current and archived learning plan (ANP)
- 2) Any correspondences with outside agencies such as doctors, paediatricians, nurses, Speech and Language Therapy, Hearing impairment, Independent advisors (for example dyslexia assessments) and CAHMS.

What training have staff had in supporting children with special educational needs?

Many staff, both teaching and support staff have developed expertise in areas of SEND and their training often links with the interventions that Glenmere School have to support children with Individual needs.

Staff have training in the following evidenced based interventions:

Numicon
Boxall Profiling / SDQ (Goodmans)
ELSA
Drawing and Talking Therapy
Bereavement Therapy
Autism AET level 1, 2 and 3
Anxiety

Whole staff Training.

ADHD
Working Memory
Completing Additional Needs Plans
Identifying Children with SEND

Who can the school contact if they need extra support or advice for my helping my child?

NHS National Health Service
School Nurse
SALT – Speech and Language Therapist
GP
Paediatrician
CAMHS
Heath visitor
Physiotherapist
Occupational therapist
Optician

Dietician
SENDIASS
EPIC (Bought into Educational Psychologist Service)
Local Authority EP - Educational Psychologist Specialist teaching service:
AOS- Autism Outreach Service
BP- Behaviour Partnership
VS - Vision Support
HS- Hearing Support
The Laura Centre (bereavement) Children's Centres

How accessible is the school environment? What facilities or equipment are available?

Glenmere School is a circular structure over one floor. It has fire doors located at the back of each classroom, which can have ramps attached if there was a need for access via a wheelchair. There are ramps leading up to the side corridor doors, to enable access to the classrooms via the playground or the School Reception area. There is a disabled toilet and hand rails are attached to the walls for support in climbing the three steps going into and out of the school hall. The school environment is accessible and inclusive.

How will I be involved in supporting my child?

- You will be invited to share and celebrate your child's success at different points in the term
- You will also have regular review meetings and be essential in contributing to your child's Outcomes/ Learning Plan.
- Throughout the year, we hold parent workshops to support parents and carers in certain areas, for example: reading, maths, writing, phonics – and SEND specific: anxiety, dyslexia and speech and language.

How is my child involved?

It is really important to us that our approach to meeting the individual needs of children with SEND includes our pupils and their thoughts, views and perspective. Where pupils are fully involved in the reviewing and planning process as well as the DO! They will complete the 'All About me' section of their Additional Needs Plan with an adult, to share what they enjoy, worry about, look forward to, feel proud of and what they need support with. The students are part of the outcomes process and should be engaged in the reviews where appropriate.

How will my child be supported with moving classes, year groups or to another school?

At Glenmere School we provide enhanced transition for our students with SEND that ensures their needs will be met consistently at the point of transfer. Some of our SEND students will benefit from, transition books, visual cues (photos and pre transfer visits with supporting adults). Our SEND files are shared with SENCOs from Secondary Schools or the next class teacher and as part of our SEND transfer, we encourage transferring staff to engage in the reviewing process prior to the move to ensure continuity. Staff are involved in a 'hand-over' meeting with the previous class teacher and SENDCo. When new staff arrive, they are provided with an up-to-date ANP (Additional Needs Plan) and a list of any medical history that is relevant.

How will my child be included in activities outside of school including trips?

Please refer to our school policy on inclusion and external trips. We are an inclusive school and where it is appropriate and safe we ensure that all our SEND children get rich and varied opportunities.

What can I do if I am worried, unhappy with something or I need to make a complaint?

At Glenmere School we would always hope that we could resolve concerns and worries regarding your child and would do our best to try this in the first instance.

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.

However, if you remain unhappy with the outcomes of your discussion and wish to elevate your concerns please follow our school complaints policy.

If you feel like you would benefit from some independent support please remember that SENDIASS is available to support families.