

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 10 years with 168 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 taken into account 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 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.

2. Info 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 two staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice. These stages are:

SEND Support

Statement/Education Health and Care Plan (EHCP).

The first stage is a school based stage where it is anticipated the needs of pupils can be met through school based provision. Where pupils at this level are showing increased levels of need and involvement from external agencies an SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the schools systems of assessing, planning and reviewing progress.

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. Glenmere's arrangements for implementing levels of action are guided by the LA's document 'Criteria for Placement'.

Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Coordinator, complete a Registration of Concern. 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 if 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.
 - have social, emotional and or mental health difficulties which substantially and regularly interfere 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 Support Record. 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 views will be recorded. The pupil will not necessarily have personal targets as the pupil's needs will be met through class layered target setting and SEND Support intervention targets.

A pupil with an 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 of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision.

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 it's provision for children with Special Educational Needs is?](#)

Glenmere has a Special Educational Needs and Disabilities Monitoring and Evaluation Plan. Each year the SENCo will focus on certain areas of provision to Monitor and Evaluate and the outcomes are shared with all stakeholders and help to formulate the contents of the SEND Development Plan where improvements need to be made and staff training need to be planned. These areas include:

- Policy
- pupil progress
- the quality of target setting
 - quality of teaching and support
 - staff and pupil attitudes
- parent attitudes
 - human and material resources
 - staff professional development
 - accommodation and environment.

The SENCo also updates annually a self-evaluation tool which provides 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 and how will you help with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities.

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 Support Record 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 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 Record or the Record of Concern each term through:

- Analysing data and teacher assessments
- Intervention programme 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 programmes. All support staff are trained to deliver the intervention programmes 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 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 programmes 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 stage;

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 an 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 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 programmes 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. 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 programmes.
Individual support for reading, speech and language programmes, occupational therapy programmes.

Social skills groups

Physical development programmes to support fine and gross motor skills
Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

Every class has a Learning Support Assistant (LSA) and the class teacher liaises with their LSA to plan support programmes 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 Eco Committee. 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 and where appropriate parents are invited to participate.

The school provides Nurture Support at the beginning of each school day there is also a breakfast Club and an after school Kidz Klub where provision is made for all pupils.

Learning Support Staff provide 1:1 support for pupils with a 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 locked fridge in the staff area.

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 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 and are provided a visitors badge via our electronic check in system.

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 co-ordinator of SEND

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

Please ring the school for an appointment or e mail the school office.

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 programme 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. Over the last year an Action Plan was developed to address training needs within the Oadby/Wigston Learning Partnership SEND Development group. Training has been delivered to staff on Anxiety and Stress, Rising Stars and Numicon resources, Dyslexia and Dyspraxia. 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 Autism, and Social and Communication skills, occupational therapy programmes, Speech and language skills and Moderate Hearing Impairment. More recently staff training was given on the development of the brain to support a pupil with Post Traumatic Stress Disorder.

The SENCo attends an annual SEND conference which looks at supporting pupils with complex learning needs. This year the conference will focus on 'Language, Communication & Literacy' with information about the Local Offer, EHC plans and pupil passports to share.

Glenmere has a medical officer who is attached to our local Medical Centre, and 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, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy, Micro Technology service 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 eg 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:

there have been significant improvements in the percentage of pupils who enjoy coming to school

the pupils said their lessons were exciting and interesting; are motivated to work hard
knew where to find next steps to improve in books

Pupils feel confident about joining in with class discussion

know what their class or personal targets are or where to find them

attend 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 good because they feel valued and able to make a good contribution to school life (See OFSTED REPORT 2009.)

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

- Speech and Language Therapy Service
- Educational Psychology service
- The Hearing Impaired 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
- Physiotherapy Service
- Family Learning

There are available to parents other support networks such as Dyslexia Action and Parent Partnership.

There will also be information about services which parents can access to support their child on the SENDirect website www.SENDirect.com. This website advertises service providers to support

parents/carers and educational settings of c support my child when joining or transferring to a new school?children with Special Educational Needs.

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 our feeder settings and Bushloe/Abington School 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 all new starters to the school in the summer term before admission both at home and in their early years setting. 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.

The Oadby/Wigston family of Schools shares it's systems and structures, training and good practice. The Oadby Learning Partnership has a website where resources and information are shared. There is a common approach to record keeping systems for pupils with SEND. These records are passed to Bushloe/Abington (or other named schools) on transfer.

The SENCO from Bushloe/Abington (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year5).

In the term before transfer the Bushloe/Abington SENCO meets with the Year 5 teacher, Year 5 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.

The SENCO's from the Oadby Development Group (Family of Schools) meet termly to monitor and discuss any issues or national initiatives about SEND.

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.