



GLEBE PRIMARY SCHOOL

Special Educational Needs (SEN) and Disability Report 2019-2020

Glebe's vision

At Glebe Primary School we believe that every teacher is a teacher of every child including those with Special Education Needs and Disability (SEND). Our values for pupils with SEND are the same as those for all pupils. We want all our pupils to achieve, have high aspirations and develop a positive and resilient attitude. Our expectations are high and we strive to ensure that all pupils are enabled to achieve their full potential. We take pride in our commitment to deliver outstanding and inclusive educational provision. We understand that parents know their children best and we want to utilise their knowledge, working closely with parents in supporting children on their learning journeys.

The Inclusion Team

Miss A Bales- SENCo

Mrs J Le Fevre – Teacher of the Deaf and Head of SRP

Mr J Dwyer – Teacher and Trainee Teacher of the Deaf

Mrs C Sheldon – Pastoral Support Mentor

Mrs N Ross– Governor for SEND

The SEND Code of Practice

This report is written as it is our responsibility to implement the new code of practice 2015 in line with the Children and Families Bill and it should be read in conjunction with the following documents which are all available on our website (www.glebe.hillingdon.sch.uk/)

- Special Educational Needs (SEND) Policy
- Medicines In School Policy
- First Aid Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities policy
- SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



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The SEND Code of Practice identifies 4 broad areas of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

There are many SEND words which are often abbreviated and can lead to confusion.

Below is a glossary of terms to help:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
BST	Behaviour Support
CAF	CAF Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
EHCP	Educational Health Care Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
MSI	Multi - Sensory Impairment



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MSP	My Support Plan
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Difficulty
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disabilities
SENCo	Special Needs Co-ordinator
SLD	Severe Learning Difficulty
SLCN	Speech and Language Communication Need
SpLD	Specific Learning Difficulty
SSP	SEN Support Plan
VI	Visual Impairment

The Local Offer- What is it?

The Local Offer is formed around one significant element of the SEND reforms of 2014 - the requirement on local authorities to publish and make accessible a local offer.

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015).

The local offer has 2 key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

To access Hillingdon's Local Offer, please follow the link below:

<http://children.connecttosupporthillingdon>



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Frequently asked questions

Identification of children with Special educational Needs and Disability (SEND)	
How do we know if a child needs extra help?	<ul style="list-style-type: none">• Concerns are raised by parents/carers, teachers, LSAs, the pupil's previous school, nursery or playgroup.• Concerns raised through liaison with external agencies e.g. SALT, OT, EP• The child might show some of the following indicators:<ul style="list-style-type: none">- Expected progress has not been made- Unable to maintain friendships- Concentration difficulties- Difficulty in expressing themselves or understanding instructions- Works more slowly than expected- Consistently seeking reassurance and help from adults.- There is a change in behaviour or any behavioural concerns.
What should parents do if they think their child has additional needs or SEND?	Prior to starting School ask for an appointment to discuss their child's needs with the SENCo - If already attending school ask to speak to the class teacher and depending on outcome meet with the SENCo too
If a child is identified as having SEND who will oversee and plan their education programme?	The SENCo in conjunction with any outside agencies that are involved, the class teacher, parents and child.
How is the curriculum and learning environment adapted for children with SEND?	<ul style="list-style-type: none">• High levels of differentiation to suit the individual needs• Use of visuals• Use of specialist equipment• Use of additional adults• Good practice in all lessons with QFT.• Differentiated curriculum to include all learners.• LSA/adults support in core subjects.• Active reading- teaching reading skills 1:1/ small group – LSA/CT• Pre-teach vocabulary and skills• Differentiated homework tasks.• Pre-teach homework.• Additional tasks sent home to support child.• EHCP plan or statement – 1:1 support



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	<ul style="list-style-type: none">• Advice taken from Occupational Therapist – specialised programme designed for the specific needs of the child by an OT therapist and followed up by LSA.• Advice taken from Speech and Language Therapist – support provided by a Speech and Language therapist which is followed up by LSA.
How do children get help in our school?	<ul style="list-style-type: none">• The school uses a graduated approach for providing support which is as follows: “assess, plan, do review”• If child has been identified as having a special need they will be given a SEN Support Plan (SSP) and their names will be added to the Special Needs register. Agreed outcomes and SMART targets will be set according to their area of need and these will be discussed and agreed upon with parent, child, teacher and SENCo. A copy will be kept by school and one given to the parents/carers.• Children will have any interventions identified on their SSP. Small group intervention will focus on a specific area of need. The length of time of the interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform planning. SSPs will be monitored by the class teacher and the SENCo termly.• Occasionally a pupil may need more expert support from outside agencies such as Speech and Language Therapist, the Educational Psychologist, Occupational Therapist or the Behaviour Support Team. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support or advice is usually provided to the school and parents/carers.• A child will have any new specific support outlined on their SSP. These will be reviewed as per above.
How do we support children with medical needs?	<ul style="list-style-type: none">• In cases where medical conditions fluctuate or where there is a high risk that emergency intervention will be needed or where medical conditions are long term and complex then an Individual Health Care Plan will be compiled and put in place.• Staff receive training on medical conditions of children in the school.• Advice is sort from the local authority hearing and visual impairment team.• Where necessary and in agreement with parent/carers, prescribed medicines are administered in school but only



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	<p>where a signed medicine consent form is in place to ensure the safety of both child and staff member.</p>
<p>How are the school's resources allocated and matched to children's SEND</p>	<p>Children's needs are assessed and support and resources are allocated on this basis.</p>
<p>How will the school support parents to help their child's learning?</p>	<ul style="list-style-type: none"> • Homework activities matched to their child's needs. • Programmes followed by outside agencies shared. • Parent workshops. • Coffee mornings for military families. • Parent evenings. • Annual school reports. • If your child is on the SEND register your child's targets will be discussed with you in 1:1 meetings with the class teacher. • When appropriate there will be opportunities to meet with outside agencies who are supporting your child e.g. educational Psychologists, Speech and language Therapist and the Behaviour support team. • Team around the Child meetings (TAC) • Team around the family meetings (TAF). • Review of Education Health Plans and personalised programmes
<p>How will the school monitor children's progress and how will they involve parents in this?</p>	<ul style="list-style-type: none"> • Progress is monitored in the short term on a daily basis, it is also monitored over time. • Rigorous pupil progress meetings are held on a regular basis to monitor progress. • Progress during and after an intervention is monitored and parents informed of what these interventions are along with their impact when reviewing the child's SEN Support Plan or My Support Plan. • Individual targets are reviewed every term. Targets and successes are shared with parents/carers.
<p>How will the children's views be sought about the help they are getting and the progress they are making</p>	<ul style="list-style-type: none"> • Children will be involved in agreeing their outcomes and the SMART targets needed to help them achieve their outcomes on their SSP. • Children's views are captured on their strengths and difficulties, how they learn best and which barriers are stopping them from learning.



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<p>What support is available to promote the emotional and social needs of children with SEND?</p>	<ul style="list-style-type: none"> • Cycle of school assemblies are followed. • Head teacher’s assemblies that celebrate achievements with Achievement certificates. • Class celebration assemblies termly for children to share their learning journeys with parents. • Speakers invited into to school to talk about disabilities, charities etc. • All members of staff are readily available to discuss issues and concerns. • Social skills groups • Peer buddy systems • Seasons for Growth
<p>How does the school provide help with personal care where this is needed e.g. help with toileting, eating?</p>	<ul style="list-style-type: none"> • Private changing areas are available for personal care. • A team of lunch time supervisors are on hand to help during the lunch time period
<p>How does the school support new arrivals during the school year?</p>	<ul style="list-style-type: none"> • Every child will be part of our new arrivals procedures, these include having a tour, liaising with previous school and organising a class buddy. • In addition to this for our SEND children we will: • Discuss needs with parent. • The SENCo will discuss the needs with class teacher, other key members of staff and outside agencies if required. • New SEN Support Plan created where needed.
<p>What arrangements are there for supporting Looked after children who also have SEND?</p>	<p>Children who are looked after and have SEND have the same entitlement, policies and procedures as do children who are not Looked After. In addition to these there are termly PEP meetings where the person responsible for Looked after children meet with the Local Authority, Social Worker and carers to discuss progress, impact of interventions and set new targets.</p>
<h3>Specialist Services</h3>	
<p>What SEND support services do we use? -</p>	<ul style="list-style-type: none"> • Specialist support teachers for Speech and Language, Hearing and Vision. • Educational Psychologists • Occupational therapist • Speech and language therapist



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	<ul style="list-style-type: none">• Special schools• Behaviour Support Team• CAMHS Wellbeing Practitioner• Drama Therapists
Training for School staff	
What training do we give to staff supporting children with SEND?	<p>Over the past year teachers and support staff who are supporting children with SEND have had training in the following areas:</p> <ul style="list-style-type: none">• Speech and Language• Autism Training from the Inclusion Team• Differentiation How to be an Inclusive School• Specialist interventions e.g. TEACCH Approach• Occupational Therapy• Behaviour Support• Asthma and Epi-pen• First Aid• Mental Health training from the Educational Psychology Service• Introduction to Down Syndrome training
Activities outside of the classroom	
How do we ensure children with SEND can be included in out of school activities and trips?	<ul style="list-style-type: none">• Thorough risk assessments.• Resources and equipment available that is needed• Extra staffing• Discussions with parents where needed ahead of any trip to ensure all pupils are included and their needs met
Accessibility of the school grounds	
How do we ensure that all the school's facilities can be accessed by children with SEND?	<ul style="list-style-type: none">• EYFS and KS1 classes are positioned on the ground floor.• A lift is available for children to access the second floor if they are unable to use the stairs.• Sound field System to enable hearing impaired children to better access the acoustics in the classroom• Wider access and adapted equipment in some toilet areas Disabled toilet facilities• Disabled parking bays



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Transition	
<p>What support will there be for the children with SEND before they join the school?</p>	<ul style="list-style-type: none"> • Previous setting visited • Meeting with parents to discuss their child's needs • Transition booklets • Liaison with outside agencies
<p>How will we prepare children with SEND for moving to the next stage within school and moving on to their next school?</p>	<ul style="list-style-type: none"> • Secondary school teachers visit our school in the child's final term to discuss needs • Transition booklets • Taster sessions • Year Six class activities • Transition meeting for parents • SENCo liaises with new SENCo
Parent/Carer Support	
<p>Who would be the parent's first point of contact if they want to discuss something about their child they are worried about?</p>	<ul style="list-style-type: none"> • The class teacher in the first instance – please send a dojo directly to the teacher or call the school office on 01895 462385 • The SENCO if it's regarding the special needs of the child – please call the school office on 01895 462385
<p>What arrangements does the school have for sign posting parents to external agencies which can offer support such as voluntary agencies?</p>	<ul style="list-style-type: none"> • A range of leaflets and contacts are available from the Inclusion Team. • Leaflets and information on workshops and courses are sent home to parents.
<p>How can parents give feedback about SEND provision offered by the school, including compliments and complaints?</p>	<ul style="list-style-type: none"> • School's complaints procedures • Letters, emails and verbal feedback are always welcome • Parent questionnaires • Parent evenings
<p>How do we assess the overall effectiveness of its SEND provision and</p>	<ul style="list-style-type: none"> • Borough Self Evaluation Completed annually (SEF) • Monitoring cycle- including learning walks, book looks and intervention observations



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how can parents and children take part in this evaluation?	<ul style="list-style-type: none">• Monitoring SEND children's progress• Comprehensive provision mapping• Regular reports to the School Governors• Parents are asked their views when discussing SEN Support Plans
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What kind of provision do we offer at Glebe Primary?

Glebe Primary School is an inclusive school and may offer the following range of provision to support children with SEND.

Speech And Language

- 1:1 and group speech and language therapy delivered by a Speech and Language Therapist (NHS)
- Programmes are designed by the above and delivered on a 1:1 or in small groups by LSAs
- Speech & language assessments at the beginning of Reception on a 1:1 basis using the Speech & Language Link Programme
- Speech Sounds group interventions are run in small groups for pupils in the Reception Class
- Children accessing language link intervention are re-assessed at the end of Reception
- Pre-learning/consolidation of new vocabulary
- Use of visuals to support language including visual time tables

English

- Small group support in class through guided teaching
- Small group interventions for reading, writing, spellings and SPAG run by LSA's.
- Greater depth writing interventions in Year 5 and Year 6
- Highly differentiated work
- Active Reading – pupils read to an adult depending on level of need
- Booster group interventions in KS1 for phonics
- Reading buddies – Year 5 and 6 supporting younger children
- Scribing pupil's work
- Reading for pupils
- SALT advice followed
- Educational Psychologist advice followed
- Dyslexia advice followed



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Mathematics

- Small group support in class through guided teaching
- Small groups or 1:1 interventions run by LSAs
- 1:1 times tables boosters
- Highly differentiated work
- Educational Psychologist advice followed
- Streamed Maths groups from Year 3 upwards.

Behaviour Social Skills and Self Esteem

- Access to the school's Pastoral Support Mentor, Mrs Sheldon, and the Nurture Room
- Advice and programmes followed that have been given to us by the behaviour support Team (BST) which the school buys into.
- Attention Hillingdon which is an intensive multisensory intervention to improve attention and listening skills delivered in small groups by trained LSAs (Early years)
- PALS (Playing and Learning to Socialise) run in Early Years
- Social skills/play skills groups run by LSAs (KS1 and KS2)
- Educational Psychologist advice followed
- Playground support groups where needed
- Social Stories used to discuss events
- Drama Therapists x2 (one in KS1 and one in KS2) conducts group sessions and 1:1 sessions.
- CAMHS Wellbeing Practitioner – works with parents to support their children.
- Bereavement and loss programme (Seasons for Growth)
- Transition booklets and additional visits arranged before children move to new class/year group. (All year groups)
- Pupils follow the Behaviour Policy – consistent across whole school

Occupational Therapy

- 1:1 occupational therapy assessments and observations made by the Occupational Therapist (NHS)
- Delivery of planned programmes by LSAs with advice from above
- Provision of equipment advised by the specialist
- Dough Disco programme delivered in Reception

Access to the curriculum and supportive environment

- Personalised curriculum
- LSA support



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- Use of specialist equipment such as seating, weighted blankets, I-Pad and lap tops, scissors, coloured over lays, personalised work stations
- Movement breaks
- Quiet room
- Larger print for visually impaired
- Soundfield system in every classroom to aid the acoustics for hearing impaired children
- Highly differentiated activities

Independent Learning

- Visual time tables and check lists
- Pre-teaching vocabulary and content
- Access to ICT
- Chunking activities
- Scaffolding work
- Resources and apparatus to support the activities
- Timed activities
- Prompt and reminder cards (e.g. Now and Next boards)

Mentoring

- Access to a Pastoral Support Mentor, Mrs Sheldon, and the Nurture Room
- Advice and sometimes opportunities for the behaviour support team to work with pupils on mentoring activities
- Use of LSAs to support
- Senior Leadership and Middle leaders actively involved with individual and groups of pupils
- Dramatherapists who work with small groups and on a 1-1 basis with children in KS1 and KS2.
- Bereavement and loss programme (Seasons for Growth)

Transition

- Playgroups, Nurseries and pupil's homes are visited prior to pupils starting school
- Extra transition opportunities are arranged
- Parents and SENCo meetings to discuss transition
- Coffee mornings for parents on transition
- Transition booklets are given prior to moving classes
- Meeting with Inclusion Managers from other schools to discuss pupil's needs



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Planning and assessment

- Provision maps
- SEN Support Plans and My Support Plans which are regularly reviewed by teachers, parents and pupils (termly)
- Regular monitoring of SEND provision through learning walks, book looks and planning scrutiny (SLT)
- Intervention impact sheets used to measure impact of a specific intervention
- Tracking of pupils progress via termly pupil progress meetings (SLT)

Communication with partner agencies, parents and other professionals

- Liaison with a wide range of professionals – Educational Psychologist, Behaviour support Team, Child Development Centre (CDC), Occupational Therapy Therapist, Specialist Schools, Child & Adolescent Mental Health Services (CAMHS), CAMHS Wellbeing Practitioner, Drama Therapists, School Nurse, Education Welfare Officer, Speech and Language Therapist, Visual impairment teacher, hearing impairment teacher, transition schools, Hillingdon Autistic Care and Support (HACS), Eastcote ADHD and Autism Support, Counselling and bereavement services
- Regular progress meetings with parents/carers
- Transition meetings