



## **GLEBE PRIMARY SCHOOL**

*We Can and We Will*

### **Local Offer for Children with Special Educational Needs or Disability (SEND)**

*At Glebe Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.*

*Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.*

#### **Roles & Responsibilities:**

At Glebe School the SENCo responsible for Inclusion is Mrs Jerushia Connolly. She is responsible for:

- co-ordinating the provision for and managing the responses to children's special needs;
- liaising with staff to monitor pupils' progress and plan further interventions where progress is slower than expected.
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- acting as the link with parents;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff.

#### **How does Glebe Primary School identify if a child has SEN?**

- Concerns are raised by teachers, parents/carers, or the child
- There is a change in the pupil's behaviour or limited progress is being made
- Assessments administered by AHT indicate a low standardised score, which identifies a barrier to their learning

#### **What should I do if I think my child may have special educational needs?**

- The class teacher or SENCo is the initial point of contact for responding to parental concerns
- We invite and encourage parents of pupils with SEN who are new to Glebe Primary School, to make contact with the SENCo or class teacher to discuss their child's needs

#### **If my child has SEN, how will I know how Glebe Primary School will support them?**

- A child with SEN and/or disabilities will have an SEN support plan, which sets out targets that are currently being worked on and what additional provision is put in place for that child.

- The content of the SEN support plan is negotiated, as appropriate, with the child and the child's family during parent consultation meetings. It is therefore essential that parents/carers attend these meetings.
- Support plans are reviewed at the end of each term and a new support plan will be written.
- For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be focused on social interaction, communicating with children and adults, emotional difficulties, or overcoming physical issues (for example concerns with fine motor control)
- The targets will depend on the needs of the individual child.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the Learning Support Assistant (LSA). The length of time of each intervention varies. ○ Intervention will vary according to need. The interventions will be **regularly reviewed** by all involved to ascertain its **effectiveness** and to inform future planning.

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

- When a pupil has been identified with SEN, their work will be differentiated by the class teacher to enable them to **access the curriculum more easily**. ○ LSAs may be allocated to work with the pupil, either as 1:1 or in a small focus group to **target more specific needs**.
- Targets will be set according to their area of need and written in their individual SEN support plan. These will be monitored regularly by the class teacher and LSA. SEN support plans will be discussed with parents at Parents' Consultations and a copy given to them.

#### **How will I know how my child is doing?**

- You will be able to discuss your child's progress at **Parents' Consultations** and **SEN Support Plan reviews** which are held termly.
- Appointments can be made to speak in more detail to the class teacher or SENCo by enquiring at the school office.

#### **What support will there be for my child's overall well-being?**

- Glebe Primary School has an excellent reputation for developing the whole child and we pride ourselves on working closely with families and children to support pupils' well-being on an individual basis.
- A Home-School Information Form is sent out to all new pupils starting with us. We are aware that sometimes issues and events outside of school can affect your child's performance or wellbeing at school and we ask families to share this information with us so we can offer any necessary support.
- Glebe Primary School benefits from a Nurture Room where pupils can be referred by their class teacher or they can self-refer if they wish to speak to our Specialist Pastoral Mentor or the SENCo.
- The Specialist Pastoral Mentor is a trained Seasons for Growth Companion and runs regular Seasons for Growth (a grief, loss and change education programme) for targeted pupils who may benefit from learning to manage feeling associated with significant loss and change.
- The Head Teacher, Deputy Head Teacher, Assistant Head Teacher and class teachers are readily available for parents and pupils who wish to discuss issues and concerns.

**Pupils with medical needs** ○ If a pupil has a medical need then a detailed **Care Plan** is compiled with support from the school nurse and the school's welfare assistant, Mrs Varrney, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and all relevant staff undergo any necessary training to look after the pupil's medical needs.

- Every year, all staff at Glebe Primary School receive **epipen and asthma training** delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member.
- There are specific members of staff who have level 2 paediatric first aid qualifications.

### **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with **outside agencies to receive their more specialised expertise**. The agencies used by the school include:

- Hillingdon Autistic Centre
- Child Protection Advisors
- Educational Psychologist
- Child & Adolescent Support Team (CAST)
- Child & Adolescent Mental Health Service (CAMHS)
- Participation previously known as Educational Welfare Officers (AAP)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Hillingdon Hospital (Child Development Centre)
- Audiologists/Teachers of the Deaf/Cochlear Implant Centres – HUB Pupils only
- School Nurse
- The school will complete a referral to consult with outside agencies based on an individual's needs.

An Educational Psychologist (EP) is allocated to Glebe Primary School. She will assess pupils in school who have not progressed despite high levels of intervention at the request of the SENCo.

This involvement is agreed at a planning meeting at the beginning of each term (three times a year) with the EP and SENCo

The EP will meet with parents/carers and give feedback after each assessment has been completed.

She will offer us advice and parent/carers on how to best support the pupil in order to take their learning forward.

### **How will my child be included in activities outside the classroom including school trips?**

- Activities and **school trips are available to all**.
- **Risk assessments** are carried out and procedures are put in place to enable all children to participate.
- Adult:Pupil ratios are high on every trip.
- A first aider accompanies every trip.

### **How accessible is the school environment**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Level access into main reception to make the building accessible to all.
- Accessible toilets for all.
- There is a lift in the building to access the first floor.
- Please refer to the schools accessibility plan for more information (a copy can be requested directly from the school).

## **How will the school prepare and support my child when joining Glebe Primary School or transferring to a new class?**

Many strategies are in place to enable all pupils' transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.

- All pupils attend a transition session at the end of the academic year, where they spend some time with their new class teacher.
- At the end of the academic year, your child's class teacher and the SENCo will meet with your child's new class teacher to discuss specific needs and support in place.
- Additional visits are also arranged for pupils who need extra time in their new school, if they are moving to secondary school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo liaises with the SENCos from the secondary schools to pass on information regarding SEN pupils.

## **How are the school's resources allocated and matched to children's special educational needs?**

- The school ensures that the needs of all children who have SEN are met to the best of the school's ability with the funds available.
- LSAs support in class and deliver specific interventions to individual children or small groups.
- The school will also access external providers as required and these are funded from the school budget.
- Children with an ECHP should receive funding that will be used to provide additional support; this will be dependent on the child's specific needs. The amount of money allocated to the school is detailed on the plan rather than the number of hours of support the child should receive.
- The nature of the child's SEND and the level of specialist support they require will determine how much support they receive as specialist support is more expensive.

## **Who can I contact for further information?**

***If you wish to discuss your child's educational needs or have any queries or concerns, please contact the school office to arrange a meeting with the SENCo.***