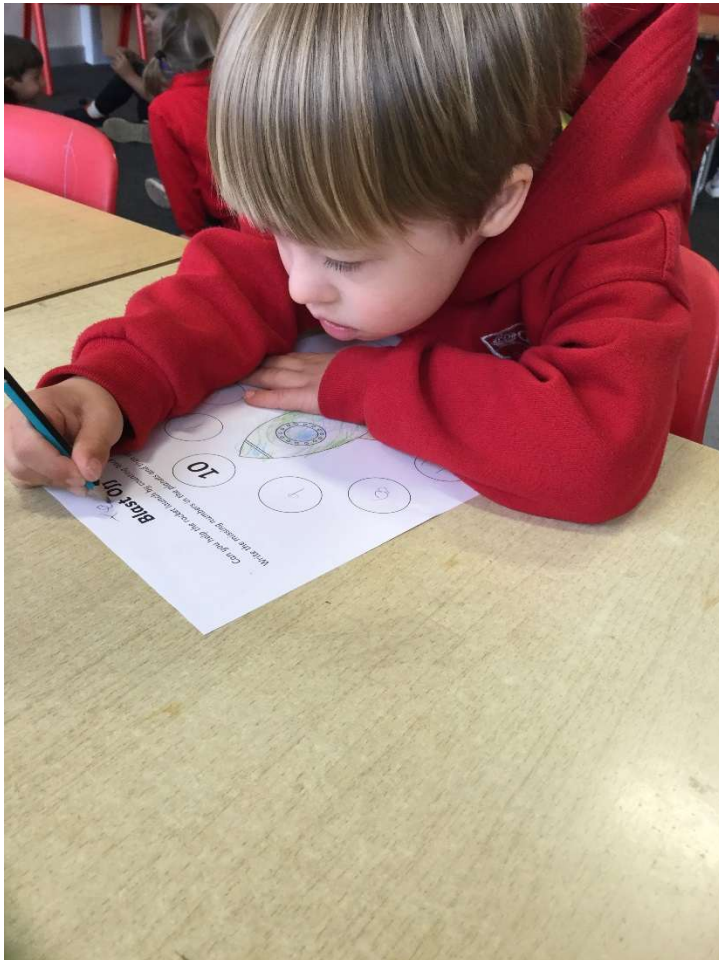


SEND Information Report

GLEBE PRIMARY SCHOOL



Written by:	Jerushia Connolly	Date: September 2025
Next review due by:	September 2026	

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1. Mission Statement

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Objectives

- To create a safe and nurturing environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To encourage and enable parents to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

As a school we strive to achieve our objectives by making sure that:

- We are aware of and identify any pupils who have additional needs.
- We address and make provision for these needs, through the implementation of a structured system throughout the school .
- Children with additional needs will be included in all aspects of school life.
- We encourage a wide variety of approaches to be employed to sustain enjoyment and interest.
- We develop a partnership with parents of children with additional needs which is supportive, honest, open and informative.
- We develop close inter-agency collaboration by liaising with outside agencies such as, educational psychologists, therapists, medical and social services.

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that which is made generally for other children or young people of the same age by mainstream schools.

3. Pupil Voice

At Glebe school we believe that the pupil's voices are vitally important. We hear this in numerous ways. Through:

- School Council
- Assembly contributions
- PSHE curriculum
- Pastoral support
- Pupil surveys

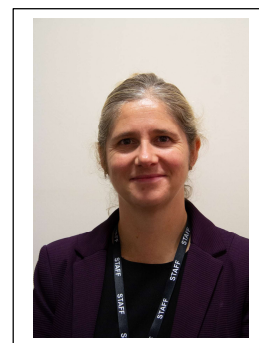
4. Roles and Responsibilities

4.1 The Inclusion Manager

The Inclusion Manager (SENDCO) is Mrs Jerushia Connolly

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education, Health and Care) plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.



- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

The SEND Governor is Patrica Swindells

She will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the head teacher and the Inclusion Manager to determine the strategic development of the SEND policy and provision in the school.



4.3 The Headteacher

The Headteacher is Melanie Penney.

She will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.



4.4 Head of SRP/Teacher of the Deaf

The Head of SRP is Joe Dwyer

He will:

- Work with the head teacher and SEND governor to determine the strategic development of the SRP policy and provision in the school.
- Have day-to-day responsibility for the operation of this SRP policy and the co-ordination of specific provision made to support individual pupils within the SRP.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils within the SRP receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing specific support for deaf children.
- Advise on the deployment of the SRP's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services for SRP pupils.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils in the SRP up to date.



4.5 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in his/her class.
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy

5. SEND Information Report

5.1 Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an EHC plan and those without.

Children who have a hearing impairment as their primary area of need can apply for a place within Glebe Primary School Specialist Resourced Provision (SRP). Admissions into our SRP must be made through the SEND team in Hillingdon and have to be agreed at panel.

All SEND paperwork should be passed to the Inclusion Manager by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and receiving school to aid the smooth transition of the pupil. Discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone/video calling to ensure there is a good understanding of what type of provision is required. This will also happen when children at Glebe Primary School with SEND move to another school.

At Glebe Primary School we do our best to ensure the necessary provision and preparations are in place prior (where possible) to the arrival of the child.

5.2 The Kinds of SEND That Are Provided For

We are very lucky to have a Specialist Resourced Provision (SRP) for children with Hearing Impairment. We have space for up to 11 children in our SRP. We believe that all our children benefit from the experience of being in a school with children with a range of disabilities and that together they learn skills and attitudes that will help them as they grow older. Our children have the benefit of being part of our SRP and also working within a mainstream classroom.

As a result of our SRP unit, all of our classrooms are fitted with a sound field which amplify the teacher's voice so all pupils benefit from clear vocalisation.

Our school currently provides additional and/or different provision for a range of other needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Pupils with Down Syndrome.

5.3 Identifying Pupils with SEND and Assessing Their Needs

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match, or better, the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Parents/carers will always be informed when their child will be receiving SEND support and their opinions heard when discussing types of interventions. SEN support plans are written and reviewed termly and shared with parents/carers.

The progress of children with an EHC plan or Early Support Funding (ESF) is formally reviewed at an annual review with all adults involved with the child's education invited to attend. The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in through regular tracking. All LSAs and teachers, who carry out targeted work, track and record the child's progress closely each session.

5.4 Consulting and Involving Pupils and Parents

Glebe Primary School believes that the only way children will reach their full potential is by working in partnership with parents and carers. We recognise that parents and carers have a unique insight into their child's growth and development. Parents and carers are encouraged to keep an open dialogue with class teachers, this can be done by:

- Arranging informal meetings with class teachers before/after school.
- Use of home/school Dojo system.
- Attending parent consultations twice a year.
- Annual report.

The Inclusion Manager may have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concern.

- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support, however this would have been discussed prior to the decision being made.

5.5 Assessing and Reviewing Pupils' Progress Towards Outcomes

Class teachers and intervention staff work closely towards shared, age related targets with all children. Glebe Primary School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant (interventions).
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services eg Speech and Language therapy, Occupational therapy, Physiotherapy, Schools advisory service and Educational Psychology.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. If it is not working we will adapt, change strategies or seek additional advice.

5.6 Supporting Pupils Moving Between Phases

We recognise that transition can be difficult for all children but particularly those with SEND and take many steps to ensure that the process is as smooth as possible. When a new child with SEND starts in Nursery or Reception our Inclusion Manager will always try and arrange a meeting beforehand at the child's previous setting. For those starting in Years 1 – 6 with SEND our Inclusion Manager will always have a phone conversation with the previous setting and parents/carers. This enables information to be effectively communicated between the two settings and all records/paperwork handed over. Likewise, if a child decides to move on from Glebe Primary School, we will always work closely with the child's new setting to ensure a smooth transition.

As the new academic year approaches, current class teachers will meet with the pupils' new class teacher to hand over relevant information about all pupils and share specific information about those with SEND. The Inclusion Manager will ensure that the SEN Files for each class are updated ready for the new class teacher.

5.7 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Our first step in meeting the needs of pupils with SEND is high quality teaching. All aspects of learning are effectively differentiated to ensure all children are being pushed and encouraged to reach their full potential. At Glebe Primary School, we believe children learn best when they are included. Therefore, we try and keep all children learning together in their class with their peers at all times.

We do, however, provide out of class interventions for children who require a little extra support, such as:

- Attention Hillingdon
- PALS (Social skills group)
- Lego Therapy
- Language Link
- Speech Link
- Box Clever
- Writing, Numeracy and Reading boosters
- Black Sheep Press
- Drama Therapy
- Physiotherapy programmes
- Occupational Therapy programme
- Seasons for growth
- Drawing and talking therapy
- Talkabout
- Numberstacks
- Little Wandle phonic catch up for SEND provision

The interventions are reviewed half termly and adjusted to meet the needs of the children.

5.8 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting physical environment, for example, working stations, writing slopes, pencil grips, wobble cushions, specialist seating, sensory tents.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, movement breaks, visual supports etc.

5.9 Additional Support for Learning

We have a high number of highly trained Learning Support Assistants who are trained to deliver interventions - such as: Attention Hillingdon, Speech Sound Practice and Lego Therapy, Box Clever.

Learning Support Assistants will support pupils on a 1:1 basis when it is outlined in their Educational Healthcare Plan (EHCP) and work on pupil specific targets, such as speech and language.

Learning Support Assistants will support pupils in small groups when given shared targets, such as problem solving and expressive writing. We have specialist ASD Learning Support Assistants who support pupils with and without an EHCP.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- CAMHS
- Hillingdon Autistic Care and Support team (HACS)
- Child Development Centre (CDC)
- Community Paediatricians
- Inclusively Downs
- Young Carers
- Hillingdon SEND advisory service
- Give Space –drama therapist

5.10 Expertise and Training of Staff

At Glebe Primary School, we have a strong team of teachers and Learning Support Assistants and aim to keep all staff up to date with relevant training and developments in teaching practice in relation to SEND.

Our school offers a range of opportunities, where relevant and appropriate, including:

- Annual medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma and EpiPen
- Deaf awareness
- Code of Practice and Safeguarding whole staff training
- Makaton
- Autism Awareness
- PECS
- Down Syndrome awareness
- Blanks levels
- Dyslexia awareness
- Ongoing close collaborative work with external professionals (physiotherapist, occupational therapist, speech and language therapist and educational psychologist)
- Ongoing work with Hillingdon's SEND Advisory Service (SAS).

5.11 Securing Equipment and Facilities

We also have a range of resources available, such as: writing slopes, non-slip mats, pencil grips, coloured overlays/exercise books, weighted blankets and wobble cushions.

The Inclusion Manager works very closely with Occupational Therapists, Physiotherapists and class teachers, when considering which equipment is needed to meet the needs of the children.

We are fortunate to have a 'Hearing Hub' where pupils in our SRP Unit receive specialist teaching to support their needs as necessary. We are in the process of creating a 'Life Skills Zone' where all pupils, including those with SEN, can access curriculum activities linked to life skills and developing the whole child. Within this space, pupils can access role play activities promoting language, Occupational Therapy equipment aiding fine and gross motor skills and hand and eye co-ordination and facilitating pupils to have a sensory diet whilst developing their social skills.

5.12 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term (SEN Support Plan).
- Reviewing the impact of interventions half termly.
- Using pupil questionnaires.
- Monitoring by the Inclusion Manager, book looks and learning walks.
- Holding annual reviews for pupils with an EHCP or Early Intervention Funding.
- Evaluating the progress pupils with SEND are making.

5.13 Enabling Pupils with SEND to Engage in Activities Available to Those in the School Who do not Have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day and special workshops, etc. Children have regular opportunities to take part in class assemblies, exhibition evenings, Christmas productions and celebration evenings.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. Our building has a lift, meaning that all children can access all areas of the school. Throughout the year we plan many educational trips relating to different areas of the curriculum which all children can attend. Children who require a one to one, as stated in their EHC Plan, have an adult with them throughout the day who actively encourages and supports their engagement in group activities.

All of our classrooms are equipped with sound fields enabling pupils with a hearing impairment to access lessons effectively.

Please refer to our website to see our Accessibility plan.

5.14 Support for Improving Emotional and Social Development

At Glebe Primary School, we recognise that children will not flourish unless they feel safe, happy and secure in both themselves and in their learning environment. We provide support for pupils to improve their emotional and social development in the following ways:

- Whole class teaching, i.e. circle time.
- Drama therapy is provided for a limited number of children by a qualified play therapist in a group setting.
- Children are given a named adult who they can talk to if something is troubling them.
- Staff develop effective relationships with children built on mutual respect.
- Pastoral Manager delivers a variety of interventions in a group or 1:1 setting eg Seasons for growth, talk about, Zones of Regulation.

We have a zero-tolerance approach to bullying. Please refer to our website to see our Anti-Bullying Policy.

5.15 Working with Other Agencies

The Inclusion Manager works closely with external agencies to support children with SEND. The Inclusion Manager will discuss with parents whether to make a referral to external agencies in order to improve provision for a child with SEND. Those agencies may include:

- Speech and Language therapy
- Education Psychology
- Occupational Therapy
- Physiotherapy
- Schools Advisory Services
- Early Help Team
- CAMHS
- School Nurse

5.16 Complaints About SEND Provision

Glebe Primary School values its strong partnership with parents and strives to work together to resolve any difficulties that may arise.

Complaints about SEND provision in our school, should be raised with the child's class teacher, in the first instance. If it needs to be escalated further, then this can be taken to the Inclusion Manager. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Please refer to the website to see our Complaints Policy.

5.17 Contact Details of Support Services for Parents of Pupils with SEND

Parents living in Hillingdon have access from Hillingdon's SEND Local Offer. Information can be found at <https://hillington.gov.uk/send> .

This site details support provided by the Local Authority, offers helpful advice and contact details of agencies such as SENDIAS.

Hillingdon Autistic Care and Support team also offer information and training on Autism. This information can be found at <https://www.hacs.org.uk/> .

Centre for ADHD and Autism support (CAAS) Information can be found at [Home - Centre for ADHD and Autism Support](#)

5.18 Contact Details for Raising Concerns

Parents/Carers are encouraged to have an open dialogue with their class teachers, so if any concerns arise they can be dealt with quickly and effectively. If parents/carers have concerns about their child's attainment, progress or wellbeing they should approach their class teacher in the first instance and then the Inclusion Manager or Headteacher.

5.19 The Local Authority Local Offer

Our local authority's local offer is published at <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer> .

6. Monitoring Arrangements

This information report will be reviewed by Jerushia Connolly (Inclusion Manager) every year. It will also be updated if any changes to the information are made during the year.

SEND provision is evaluated against our Mission statement within this policy. Staff, parents/carers and children are all involved in the evaluation process. Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review.

It will be approved by the governing board.

7. Links With Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Inclusion
- Complaints Procedure
- Safeguarding Policy
- Anti-Bullying policy

8. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation:

Part 3 of the Children and Families Act 2014,
<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted> , which sets out schools' responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014,
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report.

Keeping Children Safe In Education (KCSIE) 2020 (amended 2021)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> which sets out the legal duties schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.