Special Educational Needs Information Report

This policy is compliant with section 69(2) of the children’s and families Act 2014 and Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014. This document explains in detail the support that children with special educational needs receive at Glenfall Community Primary school. We work hard to ensure that all children receive the academic and emotional support required in order they may become an integrated member of our school community. Our school is fully accessible and we make reasonable adjustments to meet the needs of our pupils within a mainstream setting.

How do we identify children with SEN?

Class teachers meet regularly with our Senior Management Team to discuss progress. Children who are not making expected progress will be identified. The school liaises with pre- schools to ensure smooth transition for pupils with My Plan, My Plan Plus or EHCP already in place.

In addition, we use assessment against EYFS outcomes, baseline assessment for Reception, standardised scores for spelling and reading, pupil progress data, SPTO data and CAT’s scores to identify areas of concern. A dyslexia screener test can also be used to identify dyslexic tendencies.

If a parent is concerned about their child’s progress, they should contact the class teacher. In addition, the SENCO can be contacted in school hours or by email ngrisman@glenfall.g4le.org

How do we support?

Quality first teaching, ensures that children’s different needs can be catered for. However, if children are still not meeting age expected targets, we provide support at different levels e.g. class teacher support, short sessions with our intervention teacher and additional small group or one to one intervention. In addition, we have a pastoral worker who can support children with emotional and social difficulties. Class teachers, the SENCO and parents meet regularly to discuss progress. Children also contribute with their views.

What happens if your child is identified as having SEN?

If a teacher is concerned about a child, they will talk to parents and the SENCO. Parents will be invited to discuss how their child can be supported. A My Plan will be written. This is a list of achievable targets, strategies and resources and is the first stage of support for a child with SEN. This will be reviewed regularly.

My Plan+ and EHCP

When a child continues not to progress, additional outside support will be accessed e.g. speech and language therapy, occupational therapist, educational psychologist or advisory teachers. Parental consent will be sought for any additional outside support. Where it is felt that the support on a My Plan is not meeting the child’s need sufficiently or a child’s needs are more complex and advice is needed from a range of outside agencies, a My Assessment is carried out. This involves information gathering to create a picture of all aspects of a child’s life and will set out a multi-agency approach to support. When all the information is gathered, a My Plan plus is written and individual targets are set. If after several reviews and various strategies have been tried but further support is still needed, if all involved are agreed, an application for an Education and Health Care Plan will be applied for. This will be assessed by County Council’s Casework Team who will decide if additional resources are needed to support the child.

What interventions do we use and who delivers them?

Class teachers are responsible for identifying special needs within their class. In discussion with parents and the SENCO, specific interventions may be suggested. These may be delivered by the class teacher, qualified teaching assistants or our intervention teacher. We use a variety of interventions as listed below

Phonic support through Dancing Bears, Toe by Toe and Nessy

Precision teaching of high frequency words and number bonds

Maths support through Power of One, Table of Doom, Clock Mountain, Numicon and Rapid Maths

Writing and spelling support through Rapid Write and Apples and Pears

Reading support through Alien Adventure, Catch Up reading and Rapid Phonics

ELSA programme for anger management

Social Skills groups and Emotional support

Language for Thinking

Fizzy programme for fine and gross motor skill development

How do we support children with behaviour difficulties?

We have a whole school behaviour policy which is followed by staff. Children are rewarded with house point for good behaviour. Classes run reward systems such as Secret Student and Marble Jar. Whole school rewards such as Leaf of Praise are celebrated weekly. If behaviour is inappropriate, sanctions such as warnings, time out and loss of lunch time are used. Some children do not respond to this system and may need an individually tailored programme. Class teachers would discuss children's needs with parents and the SENCO. Behaviour charts are used to encourage good behaviour. The school also provides pastoral support to discuss behaviour and choices. External agencies such as the Educational Psychologist or the advisory teaching service may be used if behaviour does not improve.

What is the role of the Pastoral Worker?

Our pastoral worker is Mrs Maria Smith. Her role is to work with and support children across the school. This may involve a child learning to work alongside others through small group work or may be on a one to one basis where a child just needs opportunity to talk, build self esteem or develop their confidence through a range of activities, for example by working through scenarios, playing games or through the use of art activities.

At times children may experience significant events within their home environment. It is part of my role to work alongside these children to enable them to come to terms with difficult issues, supporting them to come to carry on learning effectively and ultimately find ways to support their coping ability. Sometimes attending pastoral sessions may be temporary e.g. a term, or may continue depending on the child’s needs and/ or circumstances.

Making good connections between school and families is vital to the way children learn and so my role continues to develop with parents in order to provide more whole family support and more consistency between school and home within children’s lives.

Mrs Smith is available all day on a Wednesday as Pastoral Care, as well as being in school on Monday, Tuesday all day and Thursdays and Friday mornings. If you would like to speak with her at any of the above times, please call into the school office to make an appointment.

What expertise do our staff have?

Mrs Nicola Grisman the school SENCO has a Post Graduate Certificate in Specific Learning Difficulties and a Post Graduate Diploma in Inclusive Education incorporating the National Award for SEN Coordination. We are lucky to have qualified teachers amongst our teaching assistant staff. The majority of our teachers and teaching assistants received the Autism Level Two on line training award. The school is also proud to have achieved the Gloucestershire Autism Inclusion Quality Mark to become an autism friendly school. We have teaching assistants who are TEAM TEACH trained and teaching assistants who are able to deliver specific programmes such as Fizzy (a programme for children with co-ordination difficulties). We have strong links with the Pittville Teaching Partnership and teachers and teaching assistants regularly attend additional training and awareness courses.

What is Achievement for All?

Glenfall Community Primary School is part of the Achievement For All programme. We have recently gained the Quality Mark for our commitment to raising the achievement of our most vulnerable pupils.

How does the school help with personal care?

We have an Intimate Care Policy which provides detail information about personal care in school. Also, KS1 parents are issued with an intimate care form at the start of Reception.

How do we prepare and support SEN pupils/students and how do we arrange and support a transfer to another school or educational establishment?

We have strong links with Balcarras and Pittville School through the Balcarras Teaching School Partnership and the Pittville SEND partnership. We will work closely with your child’s chosen secondary school, to ensure a smooth transition to their chosen secondary school.

What special arrangements are made for examinations/assessments?

For children with an EHCP in place, extra time can be arranged for examinations. If children cannot access examinations, they will be disapplied.

What resources and equipment are available for pupils with SEN?

We have a range of resources to support children with SEN including sloping boards, laptops, sensory toys, special pens and pencils and pencil grippers.

How accessible is our school to pupils/students with SEN?

All classrooms at Glenfall are on the ground floor with ramps or sloping floors where there are any steps to different levels. There is a disabled toilet.

What role do the governors have? What does our SEN governor do?

Mrs H Hart is the named governor for SEN. Governors are kept up to date with SEN issues and meet regularly with the SENCO.

Where can you find relevant policies?

Please find the following policies on the school website under SEN and Policies:

Inclusion policy

Accessibility policy

Intimate Care policy

Behaviour-Discipline-Exclusion policy

Safeguarding policy

What can you do if you are not happy?

If you are concerned about your child, the class teacher is the first point of contact. The school SENCO, Deputy Head and Head teacher will also be happy to listen to any concerns. Please see our Complaints Policy for more detail

<http://www.glenfall.gloucs.sch.uk/wp-content/uploads/2014/03/Complaints-Policy.pdf>

Websites with additional SEN support

Gloucestershire Parent Partnership Services: <http://www.gloucestershire.gov.uk/pps>

Independent Parent Special Education Advice: <https://www.ipsea.org.uk/>

SOS SEN: <http://www.sossen.org.uk/>

National Autistic Society <http://www.autism.org.uk/>