



Glenfall Community Primary School

Special Educational Needs Information Report

This policy should be reading in conjunction with:

- Admissions Policy
- Anti-bullying
- Behaviour
- Early Help
- Disability Discrimination Act (Equal Opportunities)
- Pupil Premium
- Safeguarding Children
- KCSiE

Policy review:

Staff reviewer	School Staff
Governor reviewer	Full Governing Body
Policy approval	Full Governing Body
Date approved	2 March 2023
Frequency of review	Annually
Date of next review	March 2024

Document history:

Version	Issue date	Summary of changes
0-1	2/3/23	Revised policy changed to new format Procedure updated in line with DfE guidance

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, Insight 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.gloucs.sch.uk

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 TAs and additional small group or one to one interventions. 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 through the my profile. Class teacher and SENCO will complete a SEN identification of need form to assess needs.

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. An identification of need form will be completed and a My Plan will be written if required. 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 Plan+ is put in place. 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. 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 or qualified teaching assistants. We use a variety of interventions as listed below

Phonic support through Dancing Bears and Bearing Away

Precision teaching of high frequency words and number bonds

Maths support through Numicon and Dynamo maths

Writing support through Rapid Write

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

ELSA programme for anger management

Social Skills groups

Language for Thinking

Fizzy programme for fine and gross motor skill development

Zones of Emotional Regulation and pastoral sessions run by TAs

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.

How do we support mental health?

Glenfall has a GHLL accreditation for supporting well-being. We are a Trailblazers school and we are able to access support from Young Minds Matter and other specialists.

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. We are lucky to have qualified teachers amongst our teaching assistant staff. We are an autism friendly school and have received The Gloucestershire Autism Inclusion Quality Mark. The majority of our teachers and teaching assistants received the Autism Level Two on line training award. We have teaching assistants who are TEAM TEACH trained and who are able to deliver specific programmes such as Fizzy (a programme for children with co-ordination difficulties). Teachers and teaching assistants regularly attend additional training and awareness courses.

What is Achievement for All?

Glenfall Community Primary School was part of the Achievement For All programme. We 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 School through the Balcarras Teaching School 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, a sensory tent, 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.

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

<https://www.glenfall.gloucs.sch.uk/wp-content/uploads/2023/03/Complaints-Procedure-Policy-version-1-0-Feb-2023-1.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/>

SENDIASS <https://sendiassglos.org.uk/>