



Glenfall Community Primary School

Special Educational Needs Information Report

This policy should be reading in conjunction with:

- Admissions Policy
- Anti-bullying
- Behaviour
- Early Help
- Equality, Diversity & Inclusion (Equal Opportunities)
- Pupil Premium
- Safeguarding Children
- KCSiE

Policy review:

Staff reviewer	School Staff
Governor reviewer	Full Governing Body
Policy approval	Full Governing Body
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Date of next review	May 27

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0.1	2/3/23	Revised policy changed to new format Procedure updated in line with DfE guidance
0.2	March 24	Revised Policy
0.3	June 25	Revised Policy

Glenfall Community Primary School

At Glenfall Community Primary School, we are committed to providing a **safe, inclusive and nurturing environment** where all children are supported to achieve their full potential. We believe that every child is entitled to **high-quality teaching, appropriate support and positive well-being**, so they can thrive academically, socially and emotionally.

Our school is fully accessible, and we make **reasonable adjustments** in line with the Equality Act 2010 to ensure that pupils with Special Educational Needs and Disabilities (SEND) can learn successfully within a mainstream setting.

This report explains how we identify, support and safeguard children with SEND, in line with **DfE guidance and Keeping Children Safe in Education (KCSIE) 2025**.

Contents

How Do We Identify Children with SEND?.....	3
How Do We Support Children with SEND?	3
What Happens If My Child Is Identified as Having SEND?	4
My Plan.....	4
My Plan+, External Agencies and Education, Health and Care Plans (EHCPs)	5
My Plan+	5
Education, Health and Care Plan (EHCP)	5
What Interventions Do We Use and Who Delivers Them?	5
How Do We Support Behaviour and Emotional Regulation?.....	6
How Do We Support Mental Health and WellBeing?.....	6
What Expertise Do Our Staff Have?	7
What Is Achievement for All?	7
How Do We Support Personal Care?.....	8
How Do We Support Transitions?	8
What Special Arrangements Are Made for Assessments?	8

What Resources Are Available?	8
How Accessible Is the School?	9
The Role of Governors.....	9
What If I Am Not Happy or Have Concerns?	9
Useful SEND Support Websites	9

How Do We Identify Children with SEND?

Children’s progress is monitored continually by class teachers and reviewed regularly with the Senior Leadership Team. Where a child is not making expected progress, further investigation and support may be put in place.

We may identify SEND through:

- Ongoing **classroom assessment by teachers**
- Assessment against **EYFS outcomes**
- **Baseline assessments** in Reception
- Standardised scores for **reading and maths**
- Pupil progress meetings and school data systems
- **CATs (Cognitive Abilities Tests)** where appropriate
- Use of a **dyslexia screener** to identify possible difficulties
- Information from **previous settings**, including My Plan, My Plan+ or an EHCP

We work closely with **pre-schools and early years settings** to ensure smooth transitions into Glenfall and early identification of need.

Parents who have concerns about their child’s progress are encouraged to speak to the **class teacher in the first instance**. The SENCO can also be contacted during school hours or by email:

✉ ngrisman@glenfall.gloucs.sch.uk

How Do We Support Children with SEND?

All children benefit from **Quality First Teaching**, which includes:

- Adapted learning
- Clear structure and routines
- Adapted resources
- Inclusive classroom practice

If additional support is needed, provision may include:

- Targeted support from the **class teacher**
- Short-term interventions led by **Teaching Assistants**
- Small group or individual support
- Pastoral support for social, emotional or mental health needs

Parents, class teachers and the SENCO meet regularly to review progress. Children are also encouraged to share their views using a **My Profile** document, ensuring their voice is central to planning.

What Happens If My Child Is Identified as Having SEND?

If concerns arise:

1. The class teacher will discuss concerns with parents and the SENCO
2. Together, we agree strategies to support the child
3. If needed, a **My Plan** is created

My Plan

A My Plan outlines:

- Identified needs
- Achievable targets
- Strategies and resources to be used in school

My Plans are **reviewed regularly** with parents and adjusted as needed.

My Plan+, External Agencies and Education, Health and Care Plans (EHCPs)

If a child continues to require significant support:

My Plan+

A My Plan+ may be put in place when:

- Needs are more complex
- Advice from **external professionals** is required

This may involve:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Advisory Teachers

Parental consent is always obtained before referrals are made.

Education, Health and Care Plan (EHCP)

If, after several reviews and a multiagency approach, support remains insufficient, and all parties agree, the school may apply for an **EHCP**. This request is assessed by the **Local Authority Casework Team**, who decide whether additional resources are required.

What Interventions Do We Use and Who Delivers Them?

Interventions are chosen based on individual need and are delivered by **trained teachers or teaching assistants**. These may include:

- Phonics: *Dancing Bears, Bearing Away, Anima Phonics*
- Precision teaching for high frequency words and number bonds
- Maths: *Number Stacks*
- Writing: *Rapid Write, Apples and Pears (Spelling)*
- Reading: *Alien Adventure, Rapid Phonics*

- Social skills: *Talkabout*
- Language support: *Language for Thinking*
- Motor skills: *Fizzy Programme*
- Emotional support: *ELSA-informed resources, Bear Cards*
- Zones of Emotional Regulation
- Pastoral sessions led by trained staff

How Do We Support Behaviour and Emotional Regulation?

Our whole school **Behaviour Policy** promotes positive behaviour through:

- House points
- Class based rewards (e.g. Secret Student, Marble Jar)
- Weekly celebrations such as **Wall of Fame**

Where behaviour remains a concern:

- Individual behaviour support plans may be introduced
- Parents, teachers and the SENCO work together
- Pastoral staff provide emotional and behavioural support
- External agencies may be consulted

All behaviour support is provided within a **safeguarding aware framework**, in line with KCSIE 2025.

How Do We Support Mental Health and Well-Being?

Children's mental health and wellbeing are a priority at Glenfall.

Support may include:

- Identification through staff concerns, meetings and self-reflection tools
- Pastoral support coordinated with the **SENCO and Mental Health Lead**

- Referrals to **Young Minds Matter (YMM)** or **Talk-Well** via the Trailblazers Project
- Signposting families to **GPs or social prescribers**
- Carefully supervised access to our **school therapy dog**

Glenfall holds **GHLL Accreditation**, demonstrating our commitment to healthy living and learning. We are also a **Trailblazers School**, working with NHS Mental Health Support Teams.

Children with SEND are recognised as potentially more vulnerable, and all support is offered in line with **KCSIE safeguarding expectations**.

What Expertise Do Our Staff Have?

- **Mrs Nicola Grisman**, SENCO
 - PGCert in Specific Learning Difficulties
 - PGDip in Inclusive Education
 - National Award for SENCO (NASENCO)
- Qualified teachers within the Teaching Assistant team
- Gloucestershire **Autism Inclusion Quality Mark**
- Majority of staff trained to **Autism Level 2**
- TEAM TEACH-trained staff
- Regular safeguarding, SEND and mental health training for all staff

What Is Achievement for All?

Achievement for All is a whole-school improvement programme aimed at raising outcomes for vulnerable learners which we have been part of previously. We continue to use the inclusive best practice, embedded in the Achievement for All programme.

Glenfall Community Primary School:

- Has completed the programme
- Holds the **Achievement for All Quality Mark**
- Continues to embed inclusive best practice

How Do We Support Personal Care?

Personal care is managed in line with our **Intimate Care Policy**.

- EYFS and KS1 parents complete an intimate care form annually
- All care is provided with dignity, respect and safeguarding awareness

How Do We Support Transitions?

We plan carefully for transitions:

- Strong links with **Balcarras , High School Leckhampton, and Pittville Secondary Schools**
- Transition meetings, visits and information sharing
- Additional support for pupils with SEND when moving settings

What Special Arrangements Are Made for Assessments?

- Reasonable access arrangements may be provided
- Pupils with EHCPs may receive additional support
- Some pupils may be disapplied where appropriate, in line with guidance

What Resources Are Available?

We provide a range of SEND resources, including:

- Laptops and assistive technology
- Sloping boards
- Sensory toys and sensory tent
- Specialist writing equipment

How Accessible Is the School?

- All classrooms are ground floor
- Ramps or sloping floors where required
- Access toilet on site

The Role of Governors

- **Kate Hardcastle** is the SEND Governor
- Governors meet regularly with the SENCO
- SEND provision is monitored and reviewed

What If I Am Not Happy or Have Concerns?

We encourage open communication.

- Speak to the **class teacher first**
- Contact the **SENCO, Deputy Head or Headteacher**
- Refer to the **Complaints Policy** if concerns remain

Useful SEND Support Websites

- **Gloucestershire SENDIASS:** <https://sendiassglos.org.uk>
- **Gloucestershire Parent Partnership:** <https://www.gloucestershire.gov.uk/pps>
- **IPSEA:** <https://www.ipsea.org.uk/>
- **SOS SEN:** <https://sossen.org.uk/>
- **National Autistic Society:** <https://www.autism.org.uk/>