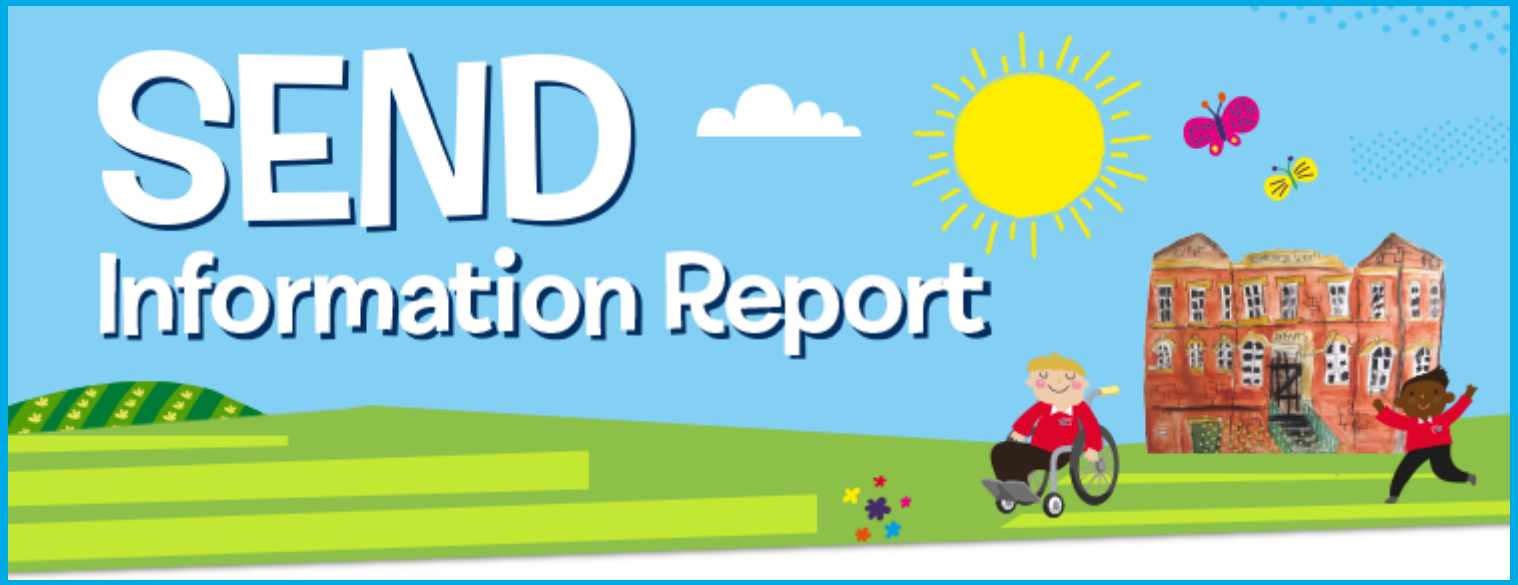
The Glebe Primary School

Gateway to Learning where Everybody Excels



Next Review: September 2018

Dear Parent and Carers,
At The Glebe Primary School we are committed to meeting the needs of all children including those with special educational needs and disabilities. All of the children in our care, regardless of their specific needs, will be offered inclusive teaching which will allow them to make the best possible progress in school, reach their potential in all areas of learning, try new skills and become valued members of the wider community.

We offer a wide range of provision to support children having difficulties in the following categories: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.

The range of support provided will be targeted to individual needs following thorough assessment by internal approaches or external agencies.

At all times we aim to promote independence and resilience in our children in order that they feel safe and included in every aspect of their education. The views and opinions of parents, carers and most importantly, the children, will always be given priority in the process of planning to meet their individual needs.

Mrs H Riley (SENCo)

Who should I contact to discuss the needs of my child?

Class teachers are responsible for:

Adapting and refining the curriculum to respond to the needs of every child.

Checking on the progress of your child to identify, plan and deliver any additional support.

Devising personalised learning targets (School Support Plans) to focus on the steps required for your child to make progress.

Special Educational needs Coordinator (SENCo) Mrs Riley is responsible for:

- Implementing the school SEND policy.
- Coordinating provision in school for children with SEND.
- Ensuring parents are involved in supporting their child's learning, kept informed about the range of support available for their child, included in reviewing the progress being made by their child, planning for successful transition to a new class or school, facilitate contact with outside support agencies.
- Keeping the school governing body informed about the provision for SEND children in school and meeting regularly with the Designated Governor for SEND.
- Identifying and facilitating training needs for staff.

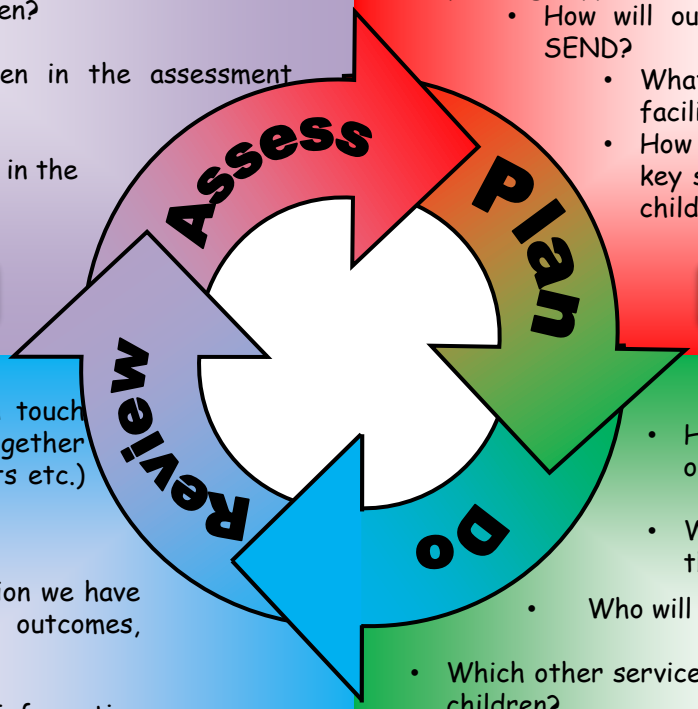
Designated Governor for SEND Mrs Gibson is responsible for:

Supporting school to evaluate and develop effective SEND provision.

Meeting with the SENCo to be fully informed regarding school SEND provision.

Head Teacher Mrs G Repton is responsible for:

The day to day leadership and management of all aspects of the school, including provision made for children with SEND.



Assess

- How does our school identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps our school will take if SEND are identified?
- What should you do if they think your child has SEND? How can you raise concerns?
- What intervention is available to all children?
- How will our school involve the children in the assessment process?
- Which external agencies could be involved in the assessment process?

More information

Plan

- Who will be working with your child?
  - What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child with SEND or an Educational Health Care Plan is shared and understood by teachers and all relevant staff who come into contact with your child?
- How will our school include parents and the child/young person in planning support?
  - How will our school teach and support children with SEND?
    - What access do our SEND children have to facilities and extra curricular activities?
    - How does our school plan for transition between key stages and towards secondary education for children with SEND?

More information

Do

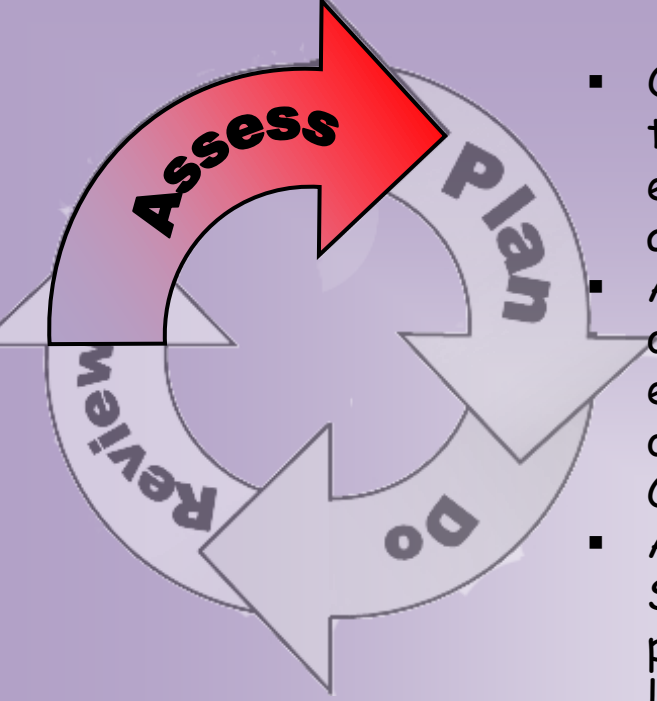
- How is the different provision delivered in our school?
- What role will the child's teacher/s play in the additional provision?
- Who will be working with your child?
- Which other services do we use to provide for and support our children?
- How will parents/carers be kept informed of engagement in additional provision whilst it is on-going?
- How does our school encourage parent/carers to become involved in the additional provision?
- What intervention programmes can the school provide ?

More information

Review

- Who will be talking with and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements etc.) and how often?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer?
- How is progress reviewed within school to ensure that all relevant staff are fully informed?

More information



- On-going monitoring and assessment takes place by class teachers to identify children who are not making the expected progress or who may have behaviour needs affecting their ability to engage with learning.
- Additional support will be put into place to help children overcome any difficulties. This may be in the form of enhanced resources, targeted group or individual support or from outside agencies such as Educational Psychology, CAMHs, Speech Therapy and Occupational Therapy.
- A record of this support is constantly updated by the SENCo and targets are agreed in consultation with parents, carers and children, to prioritise the key areas of learning to be addressed. Where outside agencies are involved, their advice, reports and recommendations are included in this record.

- Advice and support can be gained from the local authority Parent Partnership officer Caroline Fell Tel: 01642 527158.

- School complies with DfE SEN Code of Practice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf

- Stockton Local Offer
http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page

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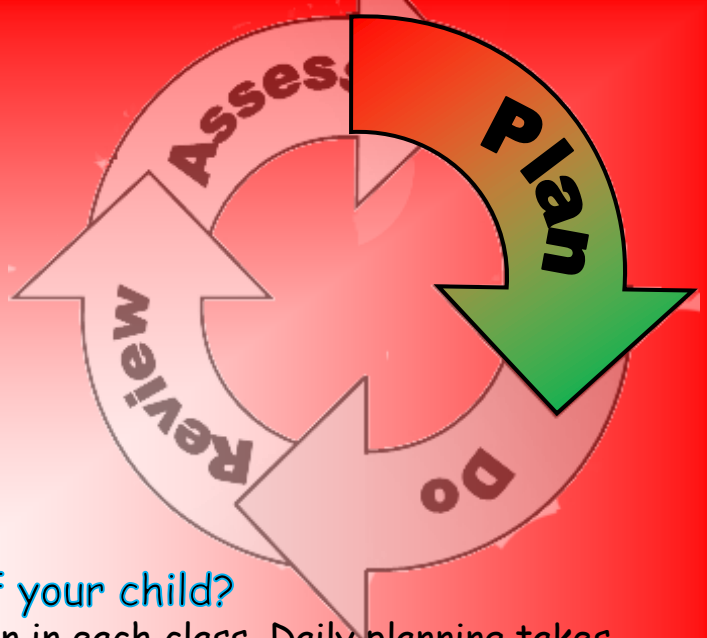
Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs



How do we plan and adapt teaching to meet the needs of your child?

Our teachers are skilled in meeting the diverse needs of children in each class. Daily planning takes place to take into account individual needs and requirements. Differentiation is approached in a range of ways to ensure all children can succeed and aspire to reach their potential.

Children are grouped in different ways to maximise learning opportunities for all.

Teachers use a wide range of teaching styles, methods, resources and approaches to make learning interesting and challenging.

Teaching Assistants are used to help groups and individual children to achieve learning goals and to develop independent learning skills.

Our curriculum is exciting and varied to engage children in a wide range of creative themes. This includes an extensive programme of extra-curricular clubs and groups.

We have adopted the Stockton 'Moving Forward' transition guarantee to identify children from Year 5 who will require additional support for transition from the end of Key Stage 2 to Key Stage 3.

Main Menu

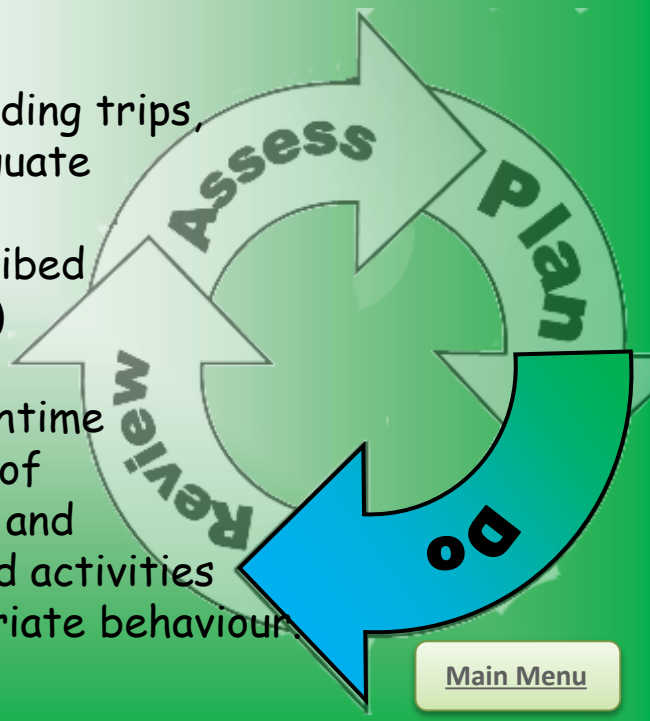
- We believe that high staffing levels are essential to provide first quality teaching at all times, for all children, including those with special educational needs and disabilities.

- Our staff are trained to support and manage individualised, personal learning plans where all children have the opportunity to reach their full academic and personal learning potential.

- Teachers, Teaching Assistants and Learning mentors are responsible for delivering high quality intervention programmes for English and Maths. Specialist Learning Teachers can be employed by school to work with specific groups of children and individuals.

- To ensure that our children can access all activities including trips, visits and sporting activities we will always arrange adequate adult support and supervision for physical, medical and behaviour needs (including the administration of prescribed medicines – see School Policies section on main website.)

- Additional support can be provided at playtimes and lunchtime for those children who find these less structured times of the school day more challenging. Our Playground Friends and Sports Coaches also help by providing playtime games and activities to engage and motivate children to participate in appropriate behaviour.



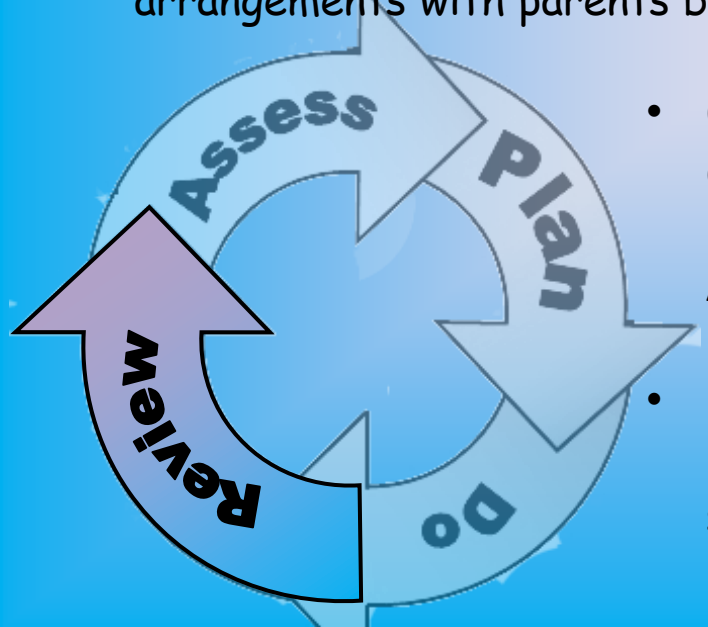
Main Menu

- Parents of SEND children will be invited to a meeting every term with the class teacher to review progress towards targets and to discuss plans and requirements for the following term. The SENCo can be present at these meetings if necessary and parents can discuss how they can help to support their child's progress at home.

- Parents will be given copies of their child's School Support Plans each term. The child will be asked for their opinions in relation to the targets that are set for them and to discuss the ways they think they can achieve their targets.

- Home - School contact books are another important method to allow communication between the class teachers and parents.

- For those children with more complex needs, the SENCo will review transition arrangements with parents based on the specific needs of the child.



- Class teachers and SENCo will meet every term to discuss progress and set new targets. Class teachers have regular feedback meetings with Teaching Assistants who provide SEND intervention work.

- Progress meetings are held with senior leaders to monitor the progress made by SEND pupils across the school.

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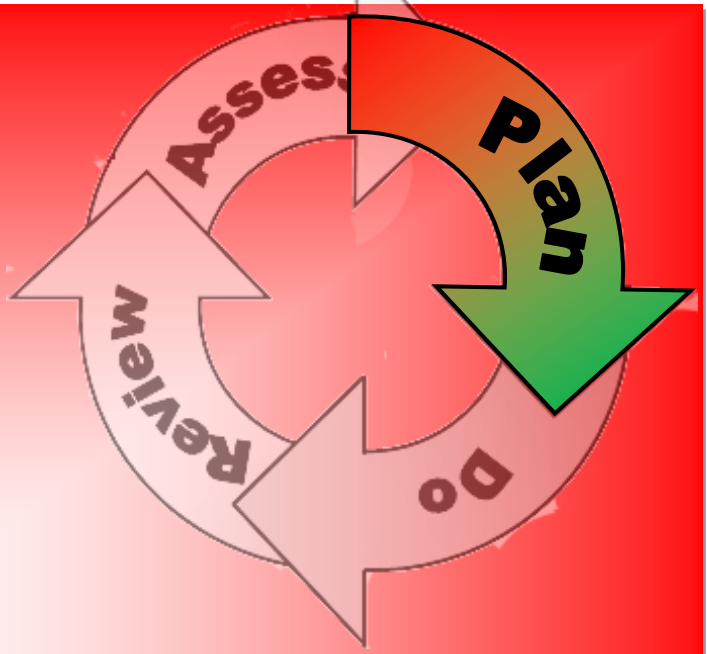
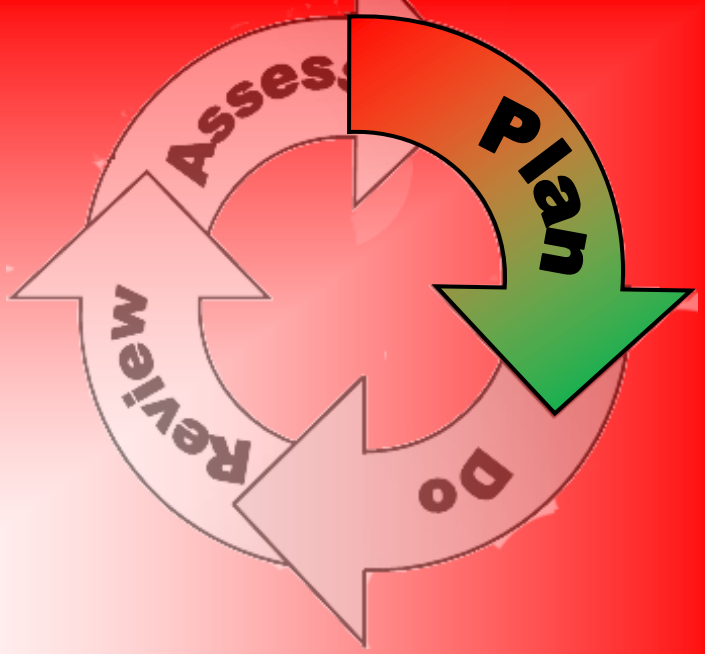
Communication and Interaction



- For children with communication and interaction difficulties we work closely with the Stockton Inclusion Team to identify the specific strategies which will support the child to manage and cope with the challenges and difficulties presented in a classroom and large school setting.
- We can access support and guidance from Daisy Chain for pupils on the Autistic Spectrum Disorder .
- Adaptations can be made to a child's timetable if necessary, this includes playtime and lunchtime routines.
- Social stories are used to help children to behave in appropriate ways.
- Visual aids, timetables and signals are used by all of the adults working around the child to reduce the noise level and talking around them which can cause anxiety.
- Quiet work stations can be provided where the child can focus on their work and not feel distracted by the other children in the class.
- Talk partners are an effective strategy used by teachers to encourage cooperation between peers.
- For children identified with Speech and Language difficulties we make referrals to the Speech and language unit and speech therapists work with children in school to provide teachers with resources and strategies to sustain the progress being made by the child.

Plan Menu

Cognition and Learning



- We offer a wide variety of intervention programmes to provide targeted work to meet your child's specific needs in English and Maths, such as: BLAST, Narrative, Write from the Start, Direct Phonics, SNIP, STILE, Letters and Sounds, Action words.
- For parents and carers to work with children at home, we run the Chatter Matters and SPLATT bag schemes in Early Years/Foundation and Key Stage 1.
- Homework club is available for children who prefer to work in the structured school environment.
- We provide a Breakfast club from 8a.m each day to support working parents.
- Children with SEND can access a wide range of IT resources to support their learning styles e.g. Kindles, touch-screen laptops and PC's in our IT suite.
- Our Better Reading programme provides intensive intervention for children having difficulties with reading, providing a basis for children to make accelerated progress in this area of learning.
- Our Teaching Assistant team is highly skilled in identifying and delivering the appropriate interventions required by SEND children.
- In year 6 we run after-school booster classes throughout the spring term to provide additional time to prepare for the Key Stage 2 SATs.

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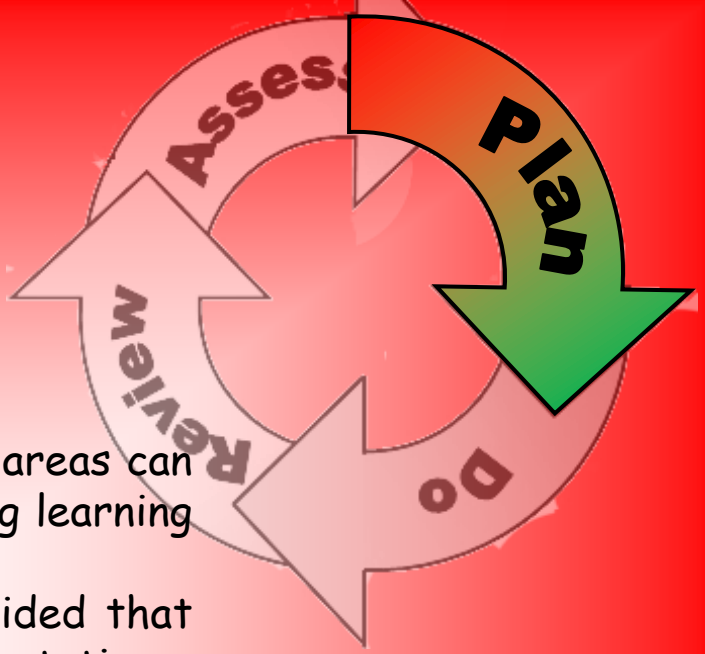

Social, Emotional and Mental Health Difficulties

- Access to time out, calming areas and individual work areas can be arranged for children who have difficulty accessing learning in the larger class setting.
- 1:1 mentoring and support is available when it is decided that your child is not making progress despite the implementation a wide range of strategies by the class teacher.
- Our behaviour policy, Good to be Green, can be individualised for your child, providing rewards and sanctions appropriate to their needs.
- We can access emotional counselling services and local authority behaviour support expertise when needed.
- Class teachers will agree progress targets with parents, carers and children. These are recorded on IBP's (Individual Behaviour Plan).
- Opportunities to develop Social Emotional Aspects of Learning are provided by intervention programmes such as RESPECT, Socially Speaking and Time to Talk.
- For expert support services we can make referrals to Educational Psychology and Autism Outreach and provide reports for the family doctor to support a referral to medical services such as CAMHS(Child and Adolescent Mental Health Service.)

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Sensory and/or Physical Needs

- Our school is fully accessible for wheelchair users, including ramps to all areas of the school.
- We have disabled toilet facilities and a marked disabled parking bay in the car park.
- A large range of IT resources are available to support children with specific physical needs and we will always provide the appropriate, necessary equipment on the recommendation of specialists e.g. sloped writing desks and easy-grip resources. Staff can access training to support children with Sensory Processing Disorder and personalised equipment will be provided for individual children.
- Expert support will be provided via referral to services such as Occupational Therapy. Reports from school to the family doctor can help families to access medical services such as Visual Impairment Service, Diabetes and Epilepsy support via referrals from a family doctor or school nurse.
- For children with visual impairment we can provide enlarged texts and coloured over-lays if required.

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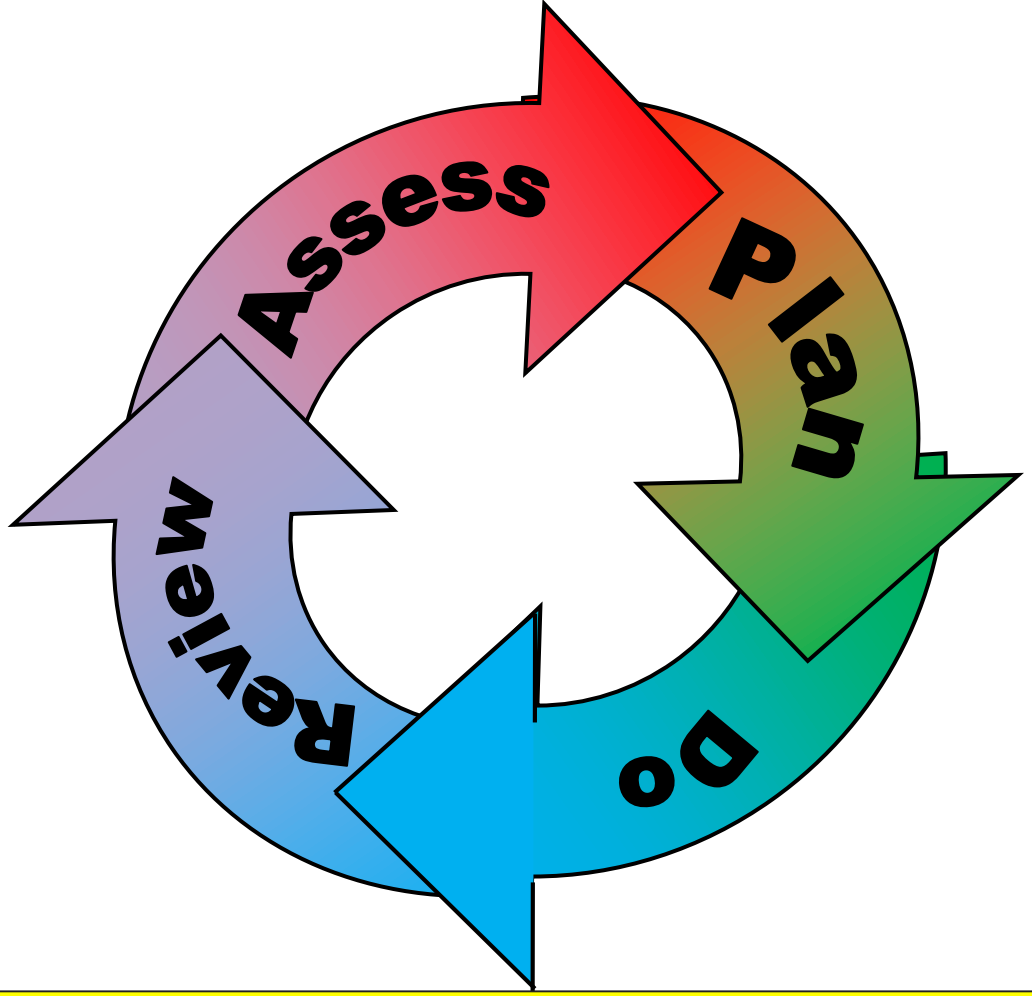

At The Glebe Primary we are proud of our provision for children with Special Educational Needs and Disabilities and we hope to reassure you that your child will be provided with the care and support that is essential for them to make progress and to grow as happy, fulfilled young people.