

# The Glebe Primary School

## Gateway to Learning where Everybody Excels



Our School Offer  
Review Date: September 2018

# School Core Offer

## All children could have access to:

- After school clubs
- Playground Friends at break and lunchtime
- Open door policy enabling parents to speak to school staff
- Two designated parents evenings per year (an additional meeting for children identified on SEN Support)
- A vocabulary rich environment.
- Differentiated lessons with success criteria to support children to progress from their starting points
- Pupil Progress meetings
- Pupil tracking and where appropriate identified support including personalised interventions
- In class strategies such as talking partners
- Delivery of planned programmes to support progress by Teachers and Teaching Assistants.

# School Core Offer

## **My Child has Special Educational Needs/Disabilities:**

### **What do we offer at The Glebe Primary School?**

At The Glebe Primary School we embrace the fact that every child is a unique individual and therefore their needs will be different. What we offer will be different for every child and will depend on the nature of the special educational need/disability.

Some children may be identified by the school as having special educational needs or a disability and will require support both in lessons and during unstructured times. Learning needs may only be temporary for some, while for those with significant and complex needs, support may be needed for longer.

Class teachers are responsible for planning provision for and teaching children with SEND. All staff are trained to teach/support teaching and learning. Some individuals have specialist training in mentoring, supporting learning for children with reading/writing/spelling/number difficulties and in supporting learners with a range of different needs.

The school, led by the Governing body, ensures that a range of services and expertise are available for our children with SEND.

The SENCO works very closely with parents/ carers, curriculum leaders as well as with outside agencies, including the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Occupational Therapy and Physiotherapy Services.

# What are Special Educational Needs?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities.

# Roles and responsibilities

## The SENCO

The SENCO is Mrs H. Riley will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN 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 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 head teacher 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

# Roles and responsibilities

## **The SEND Governor – Linda Gibson will:**

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

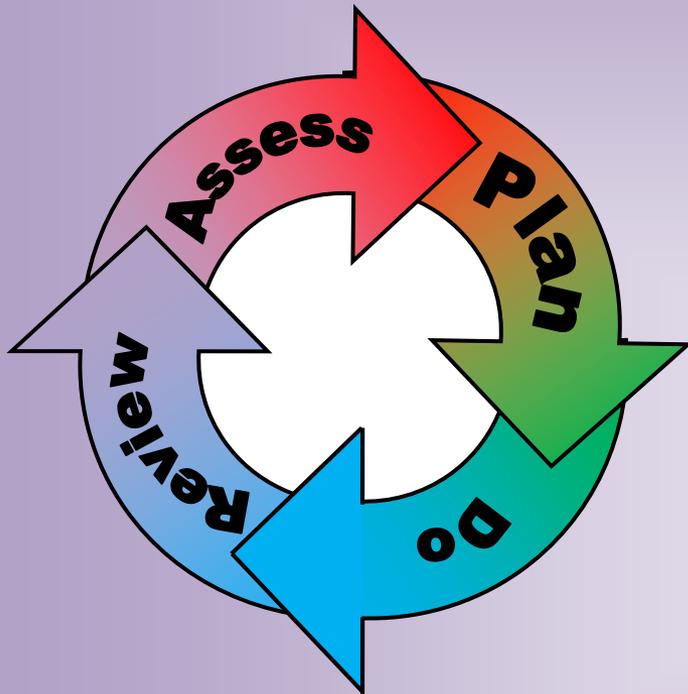
## **The head teacher –Mrs G. Repton will:**

- Work with the SENCO 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 SEN and/or a disability

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

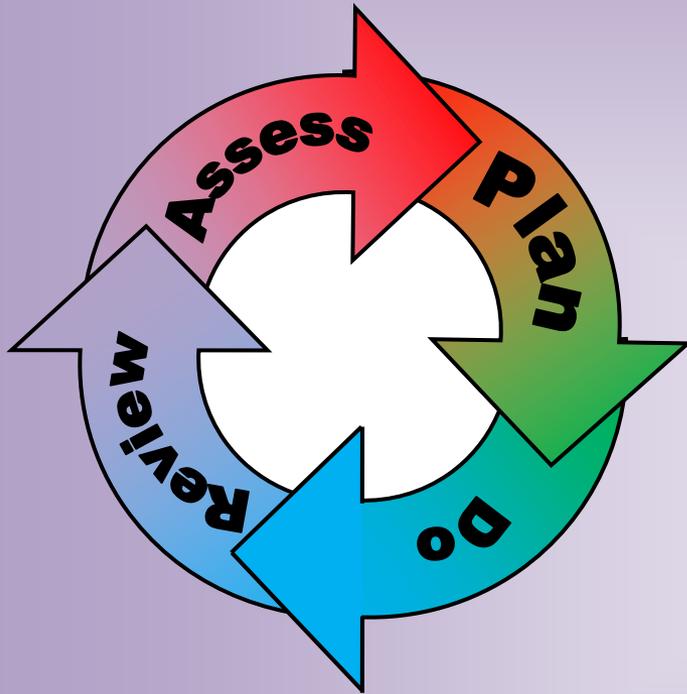


We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

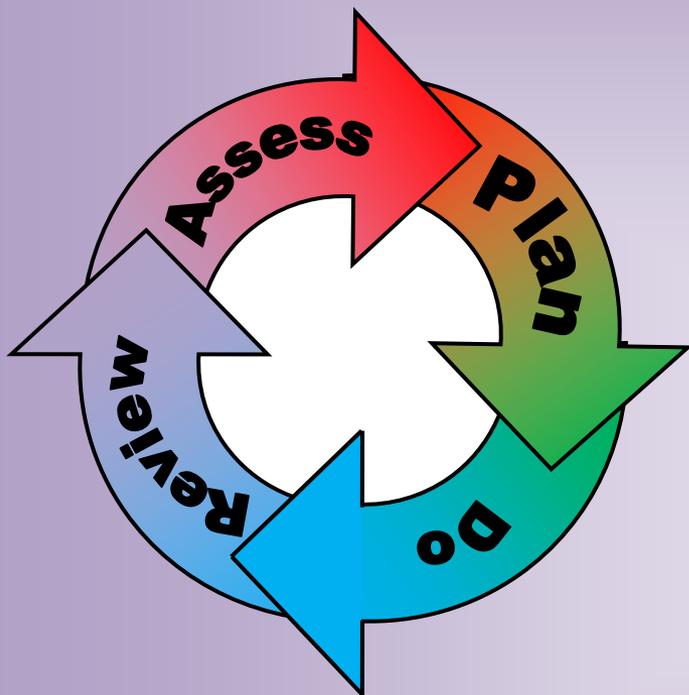
The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- 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, if relevant
- 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.



- The Glebe Primary School aims to ensure that children who need additional support are identified as early as possible.
- Children are assessed against age related expectations as soon as they enter Nursery.
- Their progress is then tracked and those children who are not making the expected progress are identified.
- Teachers then plan using a variety of teaching styles and approaches as well as tailoring the learning to meet the needs of the pupils.
- Additional support is put in place for those children who need it.
- This is implemented in two ways; class based specialist support and small bespoke discrete teaching groups.
- After a designated period of time, the child's progress is reviewed.
- If the pupil has made insufficient progress, school may draw upon the expertise of a specialist in their area of difficulty.
- School may apply for additional funding to provide further support and make an application for a statutory assessment in consultation with parents/carers.
- Where necessary school may make an application to the DfE for special arrangements for a child during formal testing



Teachers at The Glebe Primary:

- Endeavour to tailor their teaching and the curriculum to meet the needs of all individuals, including those with SEND.
- Are responsible and accountable for all pupils in their class.

School staff take part in regular training to improve outcomes for SEND pupils.

Teachers, Teaching Assistants and additional specialists are responsible for delivering specific interventions.

The Glebe Primary is fully inclusive and the well being of all pupils is paramount. Where necessary appropriate risk assessments are put in place for individuals taking part in specific activities, including educational visits.

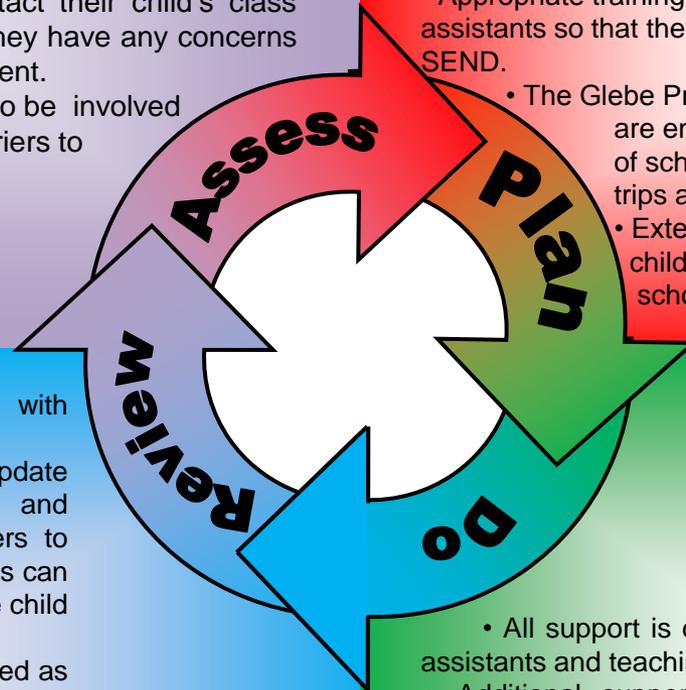
For any pupils with additional needs who require specific support at less structured times of the day, such as playtime and lunchtime, are provided with 1:1 or small group support to ensure their individual needs and safety requirements are met.

- Quality first teaching and assessment provides children with the opportunity to show how they are progressing.
- Careful tracking of how individual pupils progress, termly pupil progress meetings with class teachers and the Senior Leadership Team enables school to identify children who may have Special Educational Needs.
- Any concerns raised are shared with parents/carers and school then works with them to support the child.
- Parents/carers are encouraged to contact their child's class teacher or the SENCo, Mrs H. Riley if they have any concerns about their child's progress or development.
- If appropriate, children are encouraged to be involved as they have a unique insight into their barriers to learning.

- The class teacher and the Senior Leadership Team decide on the support needed for pupils during the termly pupil progress meetings.
- Any specific requirements, intervention and support to be put in place by the class teacher/teaching assistant are shared with the parents/carers and where appropriate, children.
- The success of the intervention and the children's progress towards their targets will be tracked, reviewed and shared with the parents/carers and where appropriate, children.
- Appropriate training is undertaken by both teachers and teaching assistants so that they are able to successfully support children with SEND.
- The Glebe Primary is an inclusive school and all children are encouraged to take an active part in all aspects of school life including; extra-curricular activities, trips and an outward bounds residential.
- Extended transition arrangements are made for children with SEND when the move between schools, phases and year groups

- The class teacher/SENCo will meet with parents/carers each term.
- These regular meetings will update parents/carers on the child's progress and provide the opportunity for parents/carers to share any concerns. The child's next steps can then be discussed and new targets for the child agreed.
- Pupil and Parent/Carer views are discussed as part of SEND Support meetings.
- Parents are made aware of the open door policy to ensure any concerns are dealt with swiftly.

- The class teacher has responsibility for all of the pupils in their class.
- The school provides a range of support strategies including 1:1 support, in class small group work and targeted interventions.
- All support is delivered by teachers, higher level teaching assistants and teaching assistants.
- Additional support when needed will be delivered by the educational psychologist and speech therapist, physiotherapist and Occupational therapist.
- School are committed to working in partnership with parents and carers as this is vital to the success of any additional support. The impact of any additional support is evaluated to determine how the pupil has benefitted and their next steps.

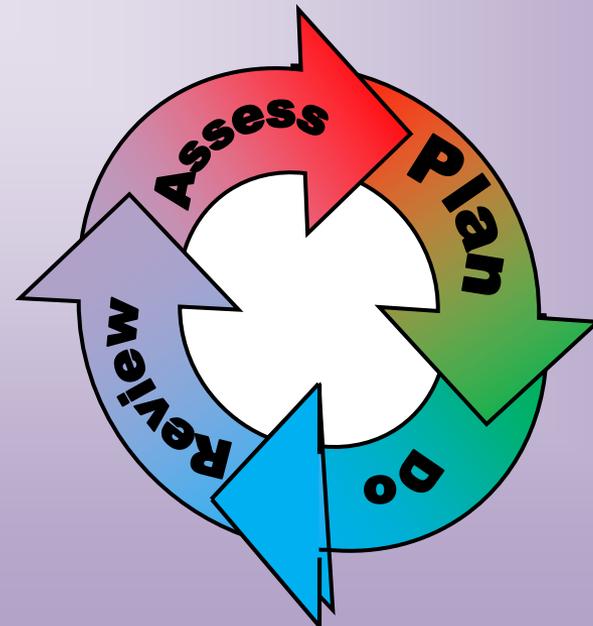


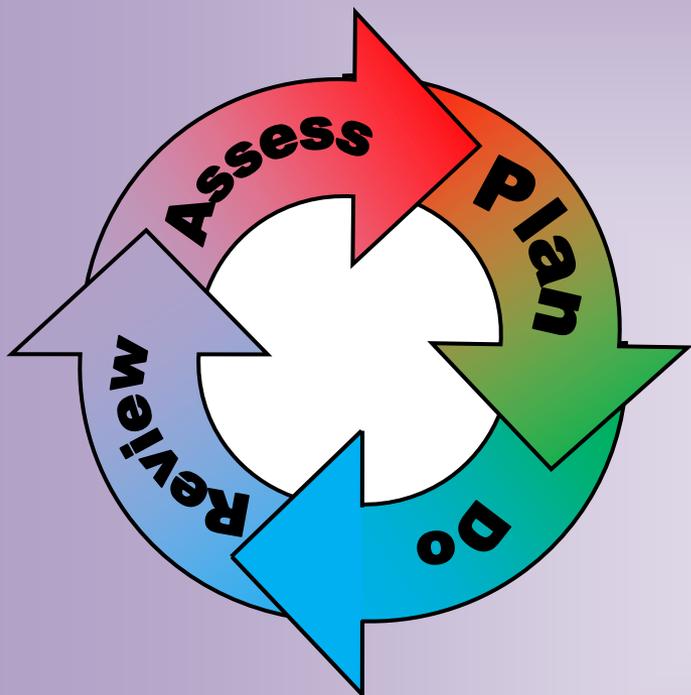
## **We evaluate the effectiveness of provision for pupils with SEND by:**

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using SEN School Support Plans to measure progress
- Holding annual reviews for pupils with EHC plans

The Glebe Primary School offer a range of interventions delivered in school to support a pupil's individual need. Some interventions are delivered 1:1, others are small group.

- Speech and Language Therapy
- Gingerbear
- Social Skills
- Playtime and lunchtime club
- Alliance
- Educational Psychology
- Numicom
- Nessy
- SNIP
- Word Wasp
- Direct Phonics

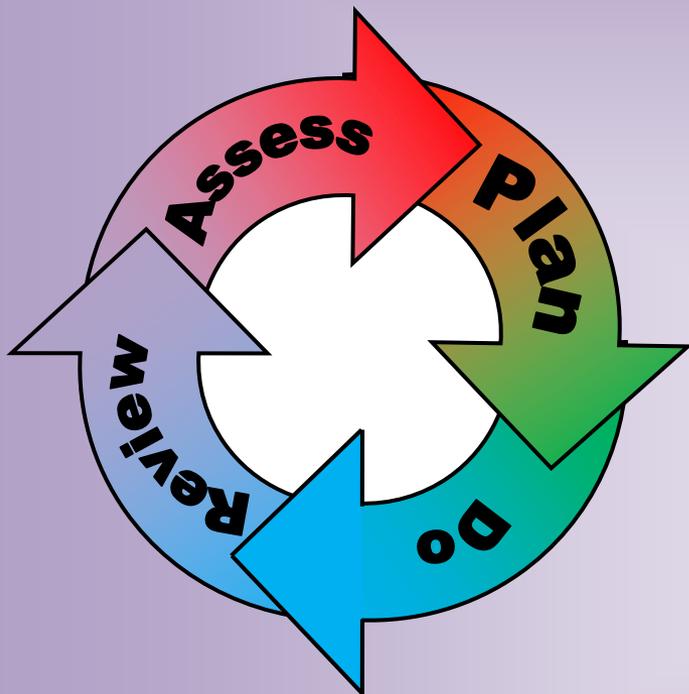




At The Glebe Primary School, the senior leadership team, class teacher, SENCo and parents/carers work in partnership to plan what provision is needed to meet the needs of the child. This begins with quality first teaching that is tailored to meet the needs of all children. Where necessary, school will involve appropriate specialist support from either Educational Psychologists, Specialist Teacher, Speech and Language Therapist, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service, Physiotherapist or any additional support required via Early Help .

All parents and carers receive a full annual report on their child's progress in the summer term.

An Annual Review is carried out for all children who have an EHCP. All professionals involved in the child's care are invited and a Person Centred Planning Meeting is carried out as part of the review.



### **Expertise and training of staff**

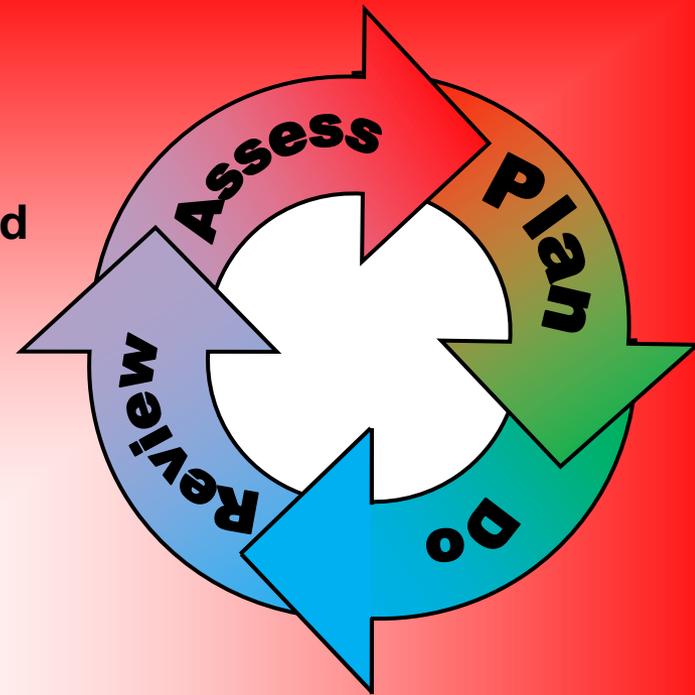
- Our SENCO has been in role from September 2017 and is fully supported by the school governors and Senior Leadership Team. In order to manage the SEND provision across school, the SENCo has 2 afternoons non-teaching time each week.
- We have a team of 17 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.
- In the last academic year, staff have been trained in:
  - Implementation of SEN Support Plans
  - Use of ICT to support teaching and learning
  - How to provide a rich vocabulary environment
  - Supporting children with Autism

Our Y4 teacher will be attending training in order to become the school's Mental Health Champion organised by the Early Help Team.

## Communication and Interaction

**The following interventions/strategies may be used to support children who have difficulties with communication and interaction :**

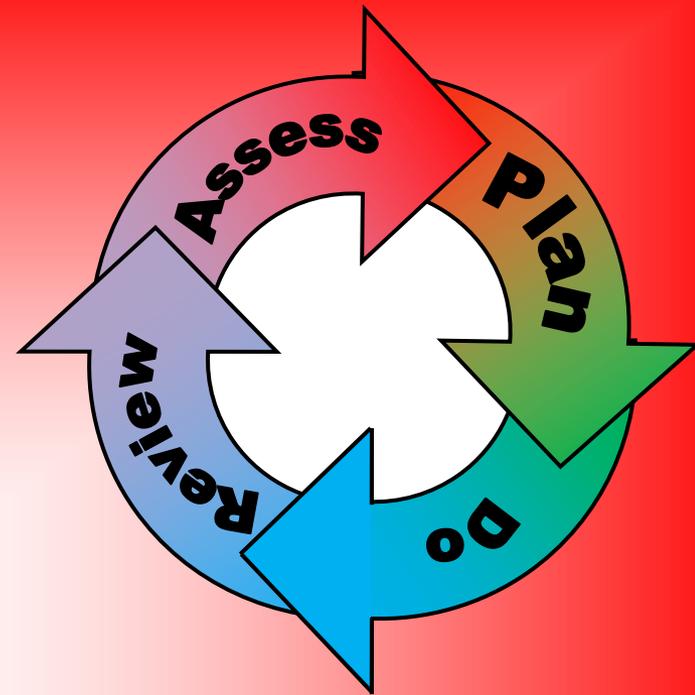
- Visual timetable
- Flexible approach to timetable
- BLAST
- Talk partners
- Use of visual strategies to support language
- Additional support at break and lunch time
- Playground friends
- Play leaders
- Use of social stories
- Access to technology where appropriate
- Preparation for change
- Extended transitions
- Small group / individual work to develop skills in communication, interaction and develop emotional awareness.
- Additional Speech and Language therapy in school



## Cognition and Learning

The following interventions/strategies may be used to support Children who have difficulties with cognition and learning:

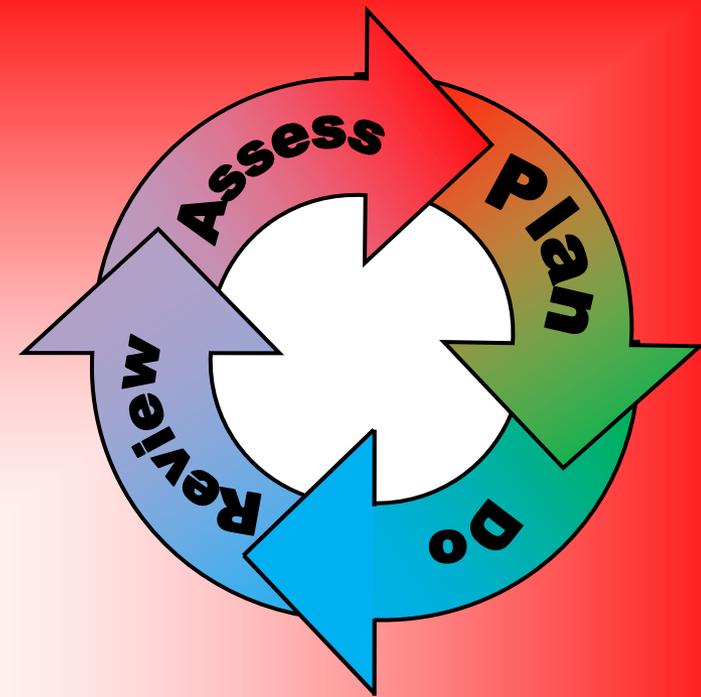
- In class supported small group work.
- Differentiating our teaching, for example, giving longer processing times.
- Pre-teaching of key vocabulary, reading instructions aloud, etc.
- Practical aids for learning such as Numicon and Stiletiles.
- Frequent pre-learning, repetition and reinforcement
- Access to Nessy and Clicker if appropriate to the child's learning style.
- Tailored curriculum and teaching styles.
- Access to Talisman and Totem Reading books.
- Assessments, support, advice and links to other services for the child and family from the school's Educational Psychologist, when needed.
- Access to a specialist classes/sessions run by a teacher and/or teaching assistant.
- Discrete Group access.
- Access to a range of interventions when needed.



## Social, Emotional and Mental Health Difficulties

The following interventions/strategies may be used to support children who have social, emotional and mental health difficulties:

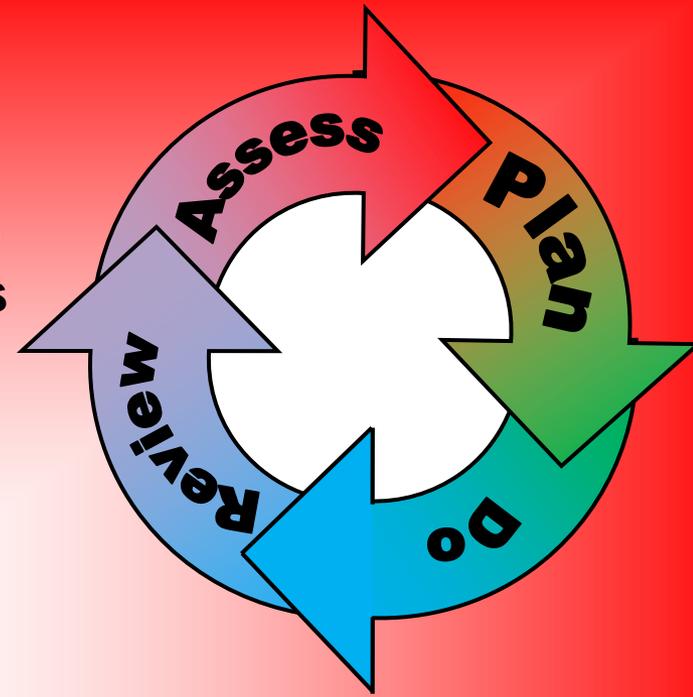
- Individualised rewards system
- Individualised time out
- Use of the sensory equipment
- Visual timetable and social stories
- Mentoring (adults and peers) and playground buddies
- Adjusted curriculum
- 1:1 support plans where required
- Access to Alliance and other Psychological Services.
- Where appropriate, support for the child and their family from our Educational Psychologist
- Extended Transition programmes
- Advice may be sought from the Education Advisor for Inclusion and Development
- Access to CAMHs
- Staff Champion for SEMH
- Individual protocols for children who may need to take medication



## Sensory and/or Physical Needs

**The following interventions/strategies may be used to support children who have difficulties with sensory and/or physical needs:**

- The building is adapted to promote independence.
- Modified or adapted working area and resources provided to enable access to the curriculum
- Indoor playtime and lunch club
- Use of appropriate technology and software
- Support from School Health
- Referral for access to support from Occupational Therapists
- Referral for support from The Physiotherapy department
- Referral for access to CAMHs
- Individual protocols for children who may need to take medication



# Additional Information

[SEND Policy](#)

[Single Equality Policy](#)

[SEN School Support Plan](#)

[Referral to SENCo](#)

# Useful links

## **SEN Code of Practice**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Special educational needs and disability –a guide for parents and carers**

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **Stockton United for Change 07935447375**

**Stockton's Local SEND** offer can be found at

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

# Useful contacts

## **Key Staff: Contact on 01642 360876**

- Mrs G. Repton –Head Teacher
- Mrs J. Lewis – Deputy Head Teacher
- Mrs H. Riley -SENCo

## **Chair of Governors/SEND Governor:**

Linda Gibson

## **SEND Information, Advice and Support Officer (Formerly Parent Partnership Service)**

Caroline Fell & Paula Marwood

Tel: 01642 527158



Stockton-on-Tees  
BOROUGH COUNCIL

Children and Young People

Big plans for the young people of our Borough

# Additional Information

## **Complaints with regards SEND children**

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEND/the Chair of Governors.

The Chair of Governors can be contacted in writing at:

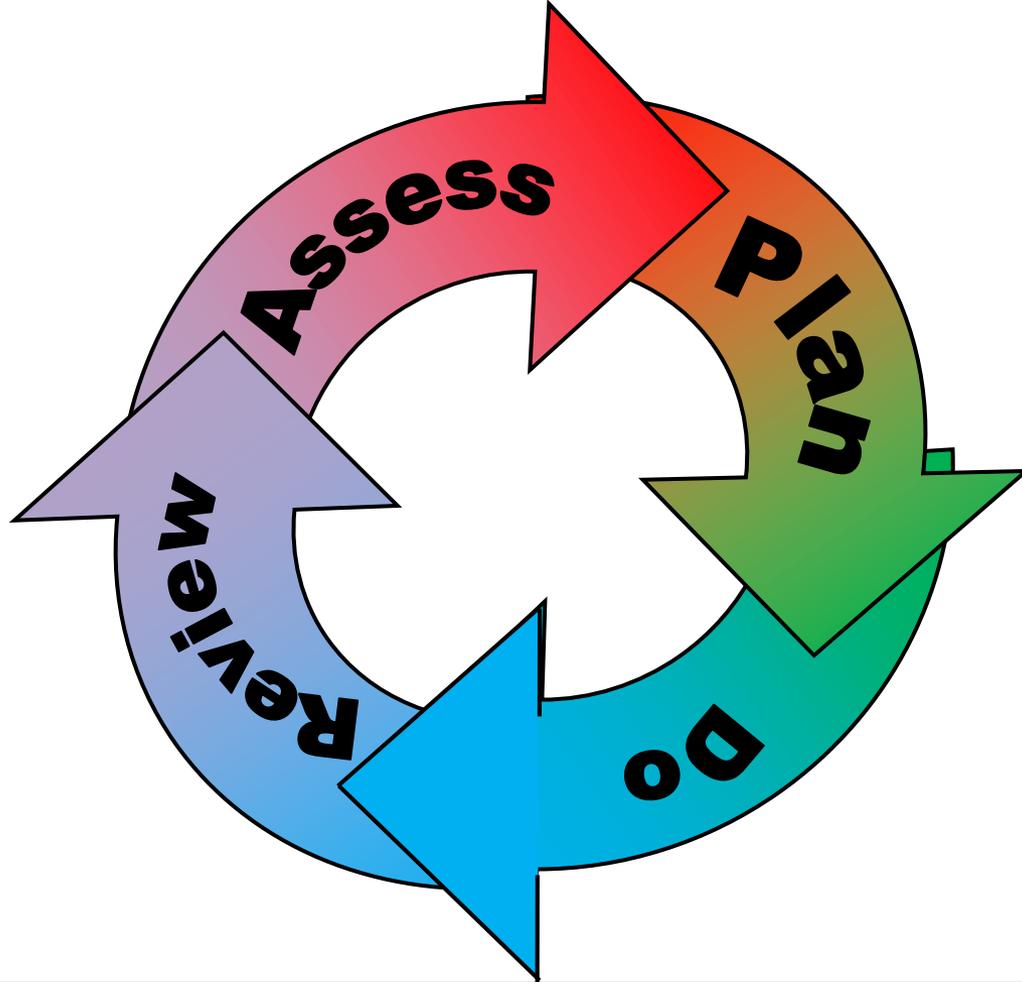
Linda Gibson

The Glebe Primary School

Pulford Road

Stockton-On-Tees

TS20 1QY



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.