

*Date of Next Review: Summer 2021*

# THE GLEBE PRIMARY SCHOOL

## *SEND POLICY*



# THE GLEBE PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND PRACTICE

### Abbreviations used in the policy

SEND = Special Educational Needs and Disability  
SENCo = Special Educational Needs Co-ordinator  
LA = Local Authority  
SSP = School Support Plan  
EHCP = Education Health Care Plan

### Introduction

The Glebe Primary School has a named SENCo (Mrs H Riley) and a named Governor responsible for SEND (Mrs L Gibson- Chair of Governors). They ensure that The Glebe Primary School's SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At The Glebe Primary School, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all our pupils and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

### **The Glebe Primary School is a Rights Respecting School.**

Article 29: Education must develop every child's personality, talents and abilities to the full. The Glebe Primary School adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning; raising expectations and accelerating levels of achievement. As a school, we also work in partnership with other agencies to ensure that all our SEND pupils have a positive educational experience at The Glebe.

### Definition of Special Education Needs and Disabilities (SEND)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

## Objectives

1. All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
2. All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
3. All teachers are teachers of SEND.
4. All children with SEND will be valued as full members of the school community.
5. All children with SEND and their parents and carers have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and the school.

## Roles and Responsibilities

The Glebe Primary School considers all teachers to be teachers of pupils with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have SEND, which will allow them to be fully included in all the activities of the school alongside their peers. This provision should be reasonably practical and compatible with the child receiving the special educational provision they need and the efficient education of the pupils with whom they are educated.

**The school's designated Special Educational Needs Co-ordinator (SENCO)** is Mrs Riley who is responsible for the day-to-day operation of the SEND policy.

This entails:

- Co-ordinating provision for pupils with SEND
- Liaising with and supporting other staff and contributing to their in-service training
- Over-seeing records of all children with SEND
- Managing learning support assistants
- Liaising with external agencies such as Speech Therapy, Learning Support Service, Behaviour Support Service, Child Psychology Service etc.
- Maintaining a register of all children causing concern. Each child on the register has a SEND file which holds all the relevant information and is available for parents to see on request. Information is updated regularly and is transferred when a child changes school. The Head Teacher is informed and parents are consulted at all stages of this process
- Liaison with parents alongside the class teacher as appropriate
- Monitoring and evaluating the quality of teaching, learning and standards of achievement. Setting targets for improvement
- Reviewing the progress of children on School Support on the register
- Leading SEND inset
- Liaison with the Senior Leadership Team to ensure appropriate levels of funding are budgeted for and built into the school development plan
- Building up a resource bank of practical strategies for the identification and assessment of pupils' short and long term special educational needs
- Organising resources to provide appropriately for the support of children with SEND in the classroom
- Collaborating with curriculum subject leaders
- Involvement in strategic planning for SEND provision by identifying future needs and contributing to a strategic plan for inclusion
- Being a partner in providing information for the Head Teacher's Report to Governors

- Liaising with local secondary schools in order to ensure the smooth transition of pupils with SEND
- Keeping up to date with legislative changes, procedural changes and intervention strategies
- Disseminating relevant SEND information to staff
- Attending LA led inclusion meetings and SEND briefings
- Updating the School Support Offer which is available for parents on our website
- Guiding parents to the Stockton Local Offer information available on the Stockton website

The Special Educational Needs Co-ordinator will liaise regularly with the Head Teacher, the school's Senior Leadership Team and with the school's governing body through the identified Governor for Special Education Needs, to ensure that special needs issues are given a high profile, that relevant decisions can be made with particular regard to the Special Needs Budget and the School Development Plan so that relevant strategies can be planned to meet the needs identified each year.

#### **Responsibilities of the Head Teacher and Designated Governor**

- Support the SENCo in carrying out her remit to a high standard
- To promote high expectations
- To monitor and evaluate the quality of teaching, learning, attainment and progress
- To ensure that the SEND allocation in the budget enables, as far as possible, the SENCo to carry out the roles and objectives associated with the post and in doing so raise standards of provision for SEND pupils
- Ensure commonality of practice in line with school policy

The Head Teacher and the designated Governor support the SENCO in monitoring the effectiveness of the procedures in place.

#### **Partnership with Parents**

We aim to create a school atmosphere in which pupils' individual needs and differences are recognised and valued and where parents are perceived as partners in the celebration of their child's achievements and in the solution of their child's difficulties.

The Glebe Primary School will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Regular meetings with parents are encouraged and home/school agreements completed. Parents are made aware of their child's learning targets term by term, or more frequently if appropriate.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

The LA offer a Parent Partnership scheme where parents can obtain information and advice from an independent body as and when they require it to help make informed decisions about their child's education. Details may be obtained from the SENCO or from the LA.

### **Admission arrangements**

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND, those with an EHCP plan and those without.

The SENCO will gather all of the SEND paperwork and relevant information from feeder primary schools and any agencies working with the child as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeder primary schools and the SENCO to aid a smooth transition and to make sure that the pupil's needs are being met.

When face-to-face meetings are not possible, contact will be made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

### **Identification**

Assessment is a continuing process that can identify pupils who may have SEND. The school will measure children's progress by referring to:

- Baseline testing, spelling and comprehension
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end of a key stage.
- Standardised screening or assessment tools
- Other baseline testing

### **English as an additional language**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND. Children who have English as a second language will not be classed as SEND.

### **All teachers are teachers of pupils with SEND**

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with SEND, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

### **Information about SEND provision within the school**

#### **Curriculum access and inclusion (see also School Policies for Inclusion and Single Equality)**

The Glebe Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

All children with Special Educational Needs and disabilities are fully integrated and have access to the National Curriculum, including those children withdrawn for a short time each week for support from outside agencies. This withdrawal from classes is to make best use of the limited time available from these resources and to attempt to overcome limitations imposed by the architecture of the school.

Pupils with SEND are taught in mixed ability classes throughout the school. They may be organised in different ways according to teaching methods for a particular subject or activity. This will include: whole class teaching; working in mixed ability or ability groups/pairs and on individual tasks. Work/activities for SEND children will be planned and differentiated to meet their individual needs in accordance with their SSP (if appropriate).

Differentiation may be by task (what the child is asked to do); by outcome (the level of work expected); by process (how the child presents their work i.e.: written; taped; produced on computer); or by support (teacher will provide more support with task than will be given to other pupils).

#### A Person Centred Approach

Young people with SEND often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education.

At The Glebe Primary School, pupils will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

#### Graduated Response

The Glebe Primary School adopts a graduated whole school response to meeting SEND that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having SEND, the school will intervene.

If a pupil is known to have special educational needs when they arrive at school, the SENCO and Class Teacher will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

#### Monitoring Pupil Progress

At the heart of the work of every class in the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children in the class (See also the school's Assessment Policy and Guidelines). The majority of children will learn and progress within these arrangements.

Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

These special needs will fall into four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

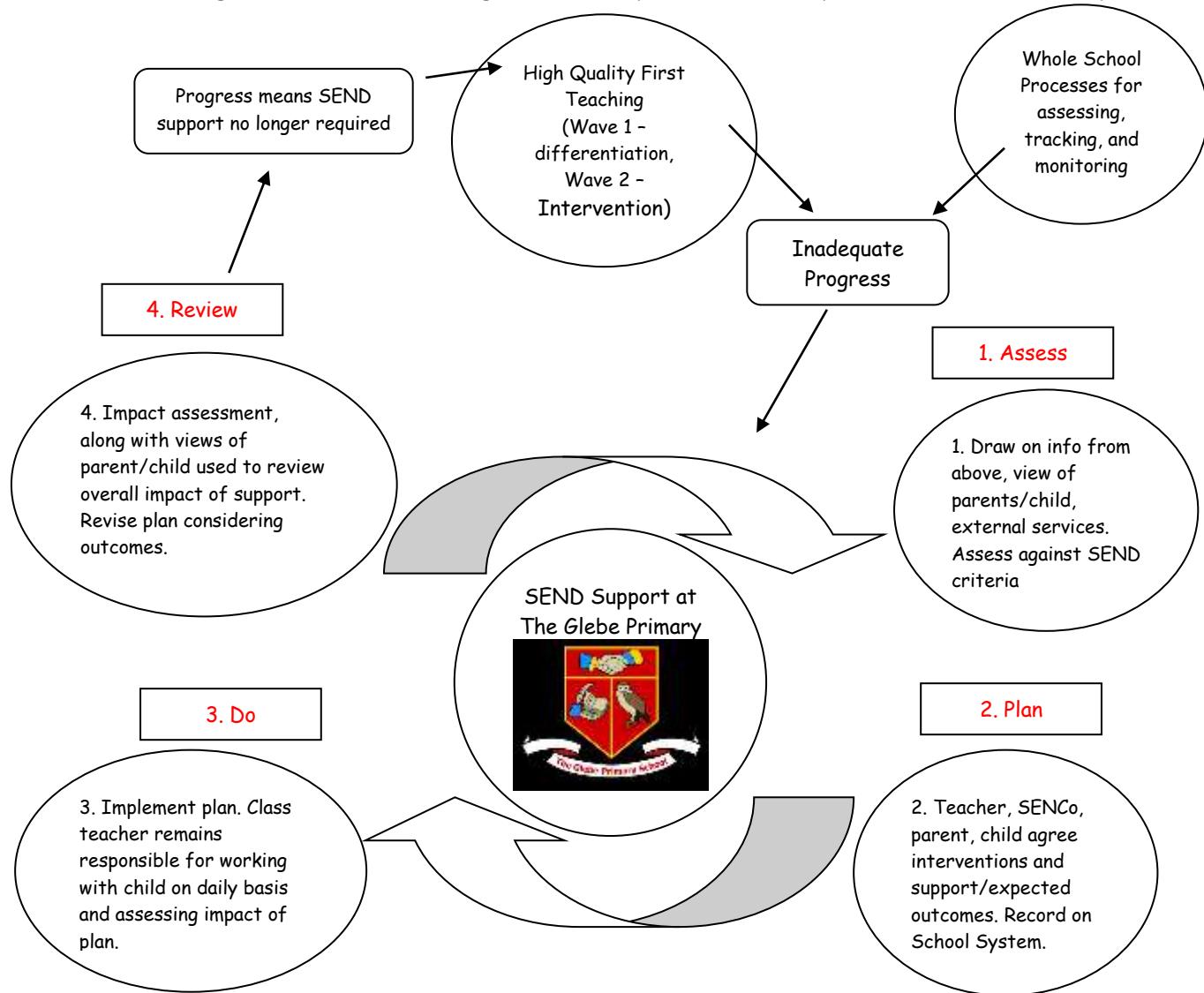
Class teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances they will consult the SENCO and Team Leader to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.

When a pupil is identified as having SEND, The Glebe Primary will provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND support. The level of additional intervention and support will depend on the individual pupil need.

The diagram below outlines the graduated response that is adopted at The Glebe Primary.



The triggers for intervention could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- If we conclude, after consulting parents, that a pupil may need further support to help them progress, we will consider our reasons for concern alongside any information about the pupil already available to the school.

- The SENCO and Team Leader will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's class teacher will remain responsible for working with the pupil, for assisting in the planning of an individualised programme and for the delivery of such a programme.
- In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school the SENCO, with the parent's permission, will contact them.

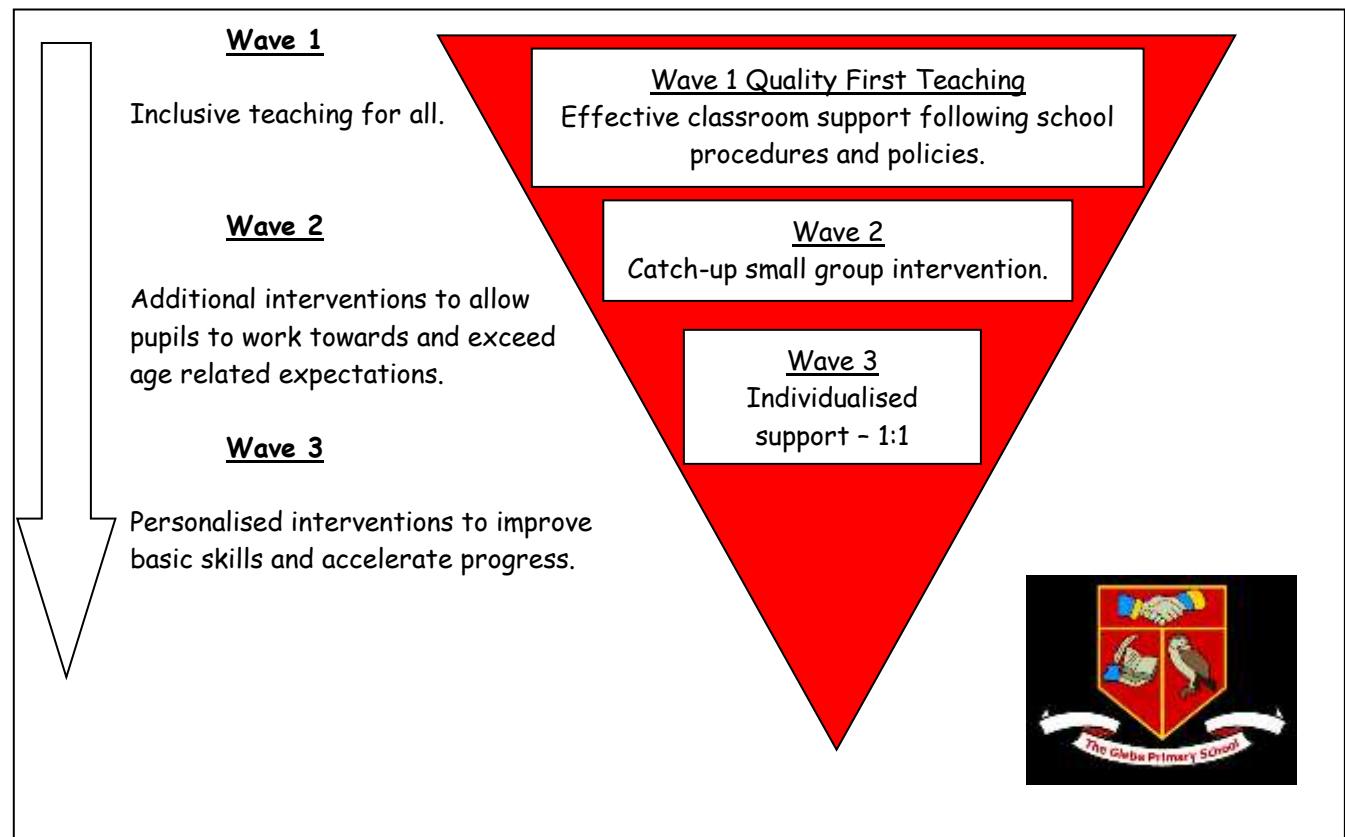
### Nature of Intervention

The SENCO and the pupil's subject teachers, in discussion with the child's parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The wave model below outlines The Glebe Primary School's approach towards intervention.



## A Graduated Approach-Wave Model

### **Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND list they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed of any concerns and the school action taking place. Parents are encouraged to share information and knowledge with the school.
- Concerns by teachers and/or parents will be investigated.
- Pupils will only be placed on the SEND register once the need is confirmed. Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

### **Wave 2 -SEN Support**

- This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Wave 2 provision, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- Class teachers collaborate with the SENCO on evidence gathering and identification.
- Once the SENCO has been notified, he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.
- An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

### **Wave 3-SEN Support**

When a pupil has been identified as having SEN and steps have been taken for provision. Under Wave 2 SEN support but the pupil has not progressed as expected, the school will consider taking steps under Wave 3 SEN Support.

- Following the school's previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress.
- External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

### **Roles and Responsibilities at School Support**

The school SENCo takes the lead in:

- Further assessment of the child's strengths and weaknesses
- Planning support for the child in discussion with colleagues
- Monitors and reviews the action taken
- Ensures parents are consulted and kept informed of action
- In some cases other professionals may already be involved, if not the SENCO will initiate contact where applicable
- Support the class teacher in planning and preparing a School Support Plan

The class teacher should:

- Remain responsible for working with the child on a day to day basis
- Collaborate with the SENCO to plan, prepare and implement a School Support Plan
- Provide appropriate assessment information for the SENCO as needed

### **Documentation required at School Support:**

- SEND registration form signed by parent/guardian
- Provision map detailing support given and intervention programmes accessed; the subsequent impact of that provision on the child's progress will be monitored by class teachers and the SENCO
- Relevant pupil assessment information (provided by the school tracking system)
- A School Support Plan - this should only record that which is different from, or additional to, the differentiated curriculum plan which is in place for all children

### **School Support Plans**

Strategies employed to enable the child to progress will be recorded within a School Support Plan

- short term targets set for the child
- teaching strategies to be used and examples of activities
- the type of provision to be put in place
- when the School Support Plan is to be reviewed
- the outcomes/success of the provision which will be recorded when the School Support Plan is reviewed

The School Support Plan (SSP) will only record that which is additional to, or different from, the differentiated curriculum and will focus on two or three individual targets that match the child's needs and have been discussed with the parents and, where possible, with the child. The SSP will be reviewed at least three times a year with class teacher and parents, at least once per term with SENCO and more frequently by the class teacher as is necessary. Wherever possible the child will also take part in the review process and be involved in setting new targets. Parents will be provided with copies of their child's SSP and be consulted about their views on their child's progress.

### **Links with Outside Agencies**

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil's parents.

A request for help from external services is likely to follow a decision taken by the SENCO, colleagues, in consultation with parents. External support services will usually see the child, so that they can advise staff on strategies and provide more specialist assessments that can inform

planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

### **School Referral to Panel for an Education Health Care Plan Assessment**

Where the school intends to make a referral to the LA for an EHCP, the child will have demonstrated a significant cause for concern. Parents and children must be consulted as part of an on-going dialogue. There should also be written evidence of, or information concerning:

- The school's intervention through the School Support stage
- Copies of SSPs
- Records of termly SEND reviews and their outcomes
- Current National Curriculum/EYFS attainment levels
- Attainment (school tracking system)
- Copies of educational and other professional assessments -e.g. advice from a support teacher, Speech Therapist or Educational Psychologist
- Views of the parents
- Involvement of other professionals
- Involvement of social or educational welfare services (where relevant).
- Child's medical history (where relevant).
- Child's views and opinions

This information will be put before a moderating panel who will consider all the evidence submitted. A response to the referral will be returned by the panel stating the outcome. The LA may feel that the child's needs can be met from within the existing resources of the school. The child will then revert to School Support.

When the LA decides the child's needs are too severe to be met within the school, they may decide to initiate the Education Health Care Plan process which gives access to further resources, prescribes detailed educational provision for the child and takes account of parental preferences.

An EHCP will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's needs
- identify the type and name of school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

### **Provision for children with an EHCP**

In accordance with the guidelines put forward on the child's EHCP, the school will plan long and short-term objectives for that child's progress. School Support Plans will continue to be written with small, specific targets. They will be discussed and reviewed regularly by class teacher, children, SENCO; parents and any outside agencies involved. The child's EHCP and progress will be subject to an Annual Review. This will normally take place at school with parents; class teacher/SENCO/Head Teacher. The EHCP, child's progress and needs will be re-assessed and the EHCP amended if necessary. The delivery of the interventions recorded in the SSP will continue to be the responsibility of the class teacher. The record of provision made will continue to be included on the school's Provision Map and the impact will continue to be monitored.

### **Annual Review of an Education Health Care Plan**

All statements must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5 (Moving Forward Transition Plan), clear recommendations as to the type of provision the child will require at secondary school should be given. Parents will then be able to consider what options different secondary schools have to offer their child. If parents have already made a choice of secondary school then the SENCO from the receiving school may also be invited to this review.

### **Monitoring SEN Provision**

Regular meetings between the SENCO, Head Teacher and senior management team are held to discuss the progress and intervention occurring for SEND registered children. The designated governor for SEND will be invited to attend these meetings at intervals so that she remains aware of the procedures operating within the school.

#### **Additional monitoring procedures:**

- A report will be made to the governors after discussion with, and approval by, the Head Teacher and senior management team, in consultation with SEND Governor, and new priorities and targets set for the following year.
- Classroom practice will be monitored by SENCO and subject co-ordinators when possible.
- Analysis of pupil tracking data and test results for individuals and for cohorts and of value added data for pupils on the SEND register.
- Regular monitoring of procedures and practice by SEND Governor.
- The School Development Plan and to some extent, Performance Management where targets/objectives relating to SEND issues have been included.

### **Staffing Policy**

The school takes as many opportunities as possible to enhance the knowledge, skills and abilities of staff through in-service training and professional support from external agencies. The SENCO will keep staff informed of changes to the Code of Practice and new information as appropriate.

Whole staff special needs meetings are arranged when necessary, to raise awareness of children with special needs throughout the school and discuss any issues that may arise.

A further whole staff meeting will be arranged once a year where possible, prior to the annual review of the SEND Policy and provision in order to establish needs and priorities for the following year in terms of INSET and resources, and to form an action plan for future development.

Additionally, meetings are held at least termly between the SENCO and individual teachers to review SEND files and update SSPs where necessary (SSPs may be updated at more frequent intervals by individual teachers). These meetings are supported by advice from English, Maths and Science co-ordinators where appropriate. The SENCO is also available on a more informal basis to offer support and advice to all staff and to liaise with parents of children with SEN. This is particularly the case with NQTs and new staff to the school.

### Complaints Procedure

Initially any problems should be referred to the class teacher and team leader. A meeting with parents should be held to discuss the problem. Depending on the outcome of this meeting a referral to the SENCO and Head teacher should be made. Any parents who feel the school has still not met their child's needs should then follow the formal complaints procedure, details of which are available in school.

### Transition Arrangements

**Within school:** made according to the school's usual transition arrangements between phases (eg. Nursery admission; transfer to Reception and then from KS1 to KS2). This will be arranged and monitored by class teachers involved, in consultation with parents and SENCO and Head Teacher if it is felt that any extra time or provision is needed for the successful transfer of a child from one school phase to another. Records and SEND files will be passed on promptly to inform receiving teacher of children's needs.

**From mainstream to a specialist school/Enhanced Mainstream Provision:** prompt transfer of information relating to child by SENCO to receiving school, to include: recent result of any assessments made; recent profile of child; SEN file including SSPs; updated family/home information;

- Visits arranged for child and parents as appropriate.
- Receiving school to attend review to discuss transfer and needs.

**From a specialist school/Enhanced Mainstream Provision:**

- Managed moves to support a phased approach from one school to another
- All documentation to be transferred promptly as above
- Staggered integration arrangements agreed between SENCOs; receiving Head Teacher and child and parents
- Visits for child and parents as appropriate

**From KS2 to KS3:**

- School have a transition procedure (*Moving Forward*) which provides a clear structure for children moving from KS2 to KS3
- SENCOs make contact to identify Special Needs Children on list and raise awareness of their needs
- All documentation to be transferred with child
- Child to participate fully in the programme of transition 'events' arranged between our school and the receiving secondary school, involving parents; Special Needs assistants, etc. as necessary to support the child (eg. open days/evenings; induction meetings; 'taster' days/courses; visits and activities arranged in our school by link staff from secondary schools etc.)
- Parents informed of SENCO's name at receiving school and meetings arranged as necessary.

As with other procedures, the views of the child about transition arrangements will be sought, discussed and considered in conjunction with those of the parents.

All documentation and records are forwarded to the relevant secondary schools and if necessary the SENCO will arrange a meeting with the SENCO from the secondary school.

### **Disability Access**

The school provides appropriate access to all areas for disabled children and adults. There are ramps throughout school to allow wheelchair access to the main school, to halls and to the administration areas. There is a disabled toilet available in the Key Stage 1 area of school and a specified disabled parking bay in the car-park.

### **Links with Other Schools**

Working collaboratively with other schools is another way that we ensure that provision for our pupils with SEND is effective. We are proud to have strong links with Roseberry, Whitehouse and Durham Lane Primary Schools, who we liaise with regularly to continue to develop outstanding practice.

### **Evaluation of the Policy**

The success criteria against which the SEND policy will be evaluated include:

- Pupils are assessed using the school's assessment and tracking systems
- Teachers are increasingly confident in identifying children with SEND and offering differentiated learning activities within the classroom context
- SSP targets are specific and clearly linked to the child's current attainment
- Individual tracking of children on School Support shows measurable improvement and progress
- Children and parents are fully informed of the setting and reviewing of targets
- The school can provide evidence of the above through monitoring classroom practice, evaluating and planning SSPs and monitoring progress levels

### **Useful Documents**

Special Educational Needs Code of Practice. DfES September 2014  
Children and Families Act 2013

Other information may be found on the Department for Education and Skills website at:  
[www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

For more details see The School Support Offer on the school website.

# THE GLEBE PRIMARY SCHOOL

## SEND Policy

This Policy has been approved by the full Governing Body of the Glebe Primary School

To be reviewed:  
Summer 2021