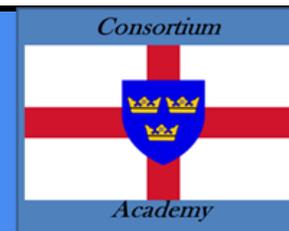




## The Consortium Multi-Academy Trust

### SEND Information Report



**Who are the best people to talk to in school about my child's educational needs and/or disabilities (SEND)?**

**The class teacher.** She is responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need.

**The SENDCo.** The SENDCo at Glebeland School is Leanne Cahill. She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.

**The SEND Governor.** The SEND Governor at Glebeland School is Sue Deacon. She is responsible for monitoring the school's SEND Provision through regular contact with school staff.

Contact details: Phone 01502 677354      Email [l.cahill@glebelandschool.org](mailto:l.cahill@glebelandschool.org) for Leanne or [s.deacon@glebelandschool.org](mailto:s.deacon@glebelandschool.org) for Sue

**How do teachers at Glebeland School identify and assess pupils with SEND?**

We gather information from parents/carers, from teachers, from pupils, and from other agencies.

We use various standardised assessments to monitor your child's progress in school.

We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

**What kinds of SEND are provided for at Glebeland School?**

There are 4 main broad areas of SEND:

**Cognition and Learning.**

## **Communication and Interaction.**

### **Sensory and Physical.**

### **Social, Emotional and Mental Health**

Every child's needs are considered on an individual basis. We are experienced in working with a range of diagnosed conditions including ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Impairments.

## **How does the school communicate with the parents/carers of children with SEND?**

- Autumn and Spring term parents' meetings
- Termly progress reports
- Website
- Review meetings
- Meetings with outside agencies
- School blog/Twitter
- E-mail
- Regular letters
- Appointments with staff
- Home school communication books

## **How do staff communicate with the children who have SEND?**

- Children are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Staff give children time to speak and listen carefully to what children have to say
- House points and awards in school
- School council

**How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?**

- SENDCO makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning
- Personalised Individual Education Plans with regular review (at least half-termly)
- Opportunities for very small group and individual support
- Lessons and learning spaces are adapted to take account of individual needs
- Celebration of children's' work and personal achievements
- Prompt referrals to outside agencies and acting upon recommendations received
- Provision is tailor made to ensure children can be included in educational visits, residential trips and clubs/activities

**What are the different types of support available at Glebeland School School?**

- All children receive quality first classroom teaching from experienced teachers
- Intervention and support groups run inside and outside the classroom
- Individual support inside and outside the classroom
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers

**These are some of the interventions that we currently use at Glebeland School.**

- Literacy interventions: Talk Boost, Sound Discovery, Precision Teaching
- Maths interventions: Catch Up, TUTE
- Specific resources for comprehension and language work
- Social skills groups

### **How is extra support allocated to pupils?**

- In class support allocated in discussion with the head teacher, SENDCo and class teacher
- Intervention groups and individual support is arranged according to need or as specified in EHCP
- Support is funded from the school budget

### **How does the school evaluate the effectiveness of provision for pupils with SEND?**

- Termly review of all pupils with SEND with head teacher, class teacher and SENDCo
- Pre and post intervention data
- Pupil progress meetings
- Book scrutiny
- Lesson observations
- Learning Walks
- Discussion with parents/carers

### **How accessible is the environment at Glebeland School?**

- The school has disabled access to all areas and designated disabled parking.
- The school has disabled toilet and changing facilities.
- Provision can be made for a range of physical and sensory needs.

### **What other agencies does the school work with to support SEND children?**

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies:

- Educational Psychology Service
- Speech and Language Therapist/Occupational Therapist
- County Inclusive Support Service
- Sensory Impairment team
- CAF (Common Assessment Framework)
- Community Paediatrician
- School Nurse
- Social Services
- Family Support Workers
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach (SENDAT)
- In Year Fair Access Panel (IYFAP)

### **What is the expertise of the staff and what training is provided at Glebeland School?**

- Qualified Teacher Status for all teachers
- SENDCO with National Award for SEN Coordination
- First Aiders
- Safeguarding training
- Food Hygiene
- Trained Teaching Assistants/ Higher Level Teaching Assistants
- School Safe Training
- On-going CPD for all staff

### How is transition into and out of Glebeland School arranged?

- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from Glebeland School have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

### Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Norfolk can be contacted through their helpline 01473 265210
- <http://www.norfolksendpartnershiassi.org.uk/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- The school and Norfolk County Council have complaints procedures which are followed.

### More information

- Please read the schools SEND policy which is available on our website
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority. For information about Norfolk's Local Offer visit <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- This SEND Information Report was reviewed in May 2018 and will be updated annually.
- We value your feedback so please contact the headteacher if you have any comments on this SEND Information Report.

## Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP	Individual Education Plan
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)