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2021 –22

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Written and reviewed with the support of the Parents & Governors of Glemsford, October 2021. To be reviewed October 2022



Glossary of terms

Please find below a list of abbreviations and their associated explanations which you may come across in the following pages:

CAF: Common Assessment Framework

CT: Class Teacher

EHCP: Educational Health & Care Plan

QFT—Quality First Teaching

SEN—Special Educational Needs

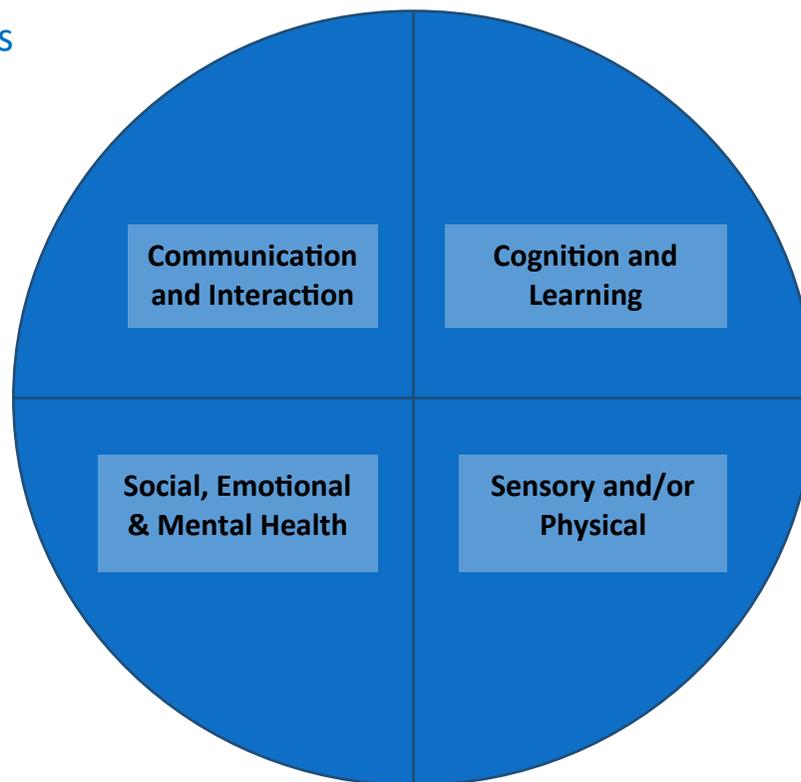
SEND—Special Educational Needs & Disability

SENCO—Special Educational Needs Co-ordinator

1. Types of SEND that we provide for

Below are the four broad areas of SEND and examples of how they may present:

- Autistic Spectrum Conditions (inc. Asperger's Syndrome)
- Speech and language difficulties



- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate learning difficulties

- ADHD
- Attachment disorder
- Mental illness—depression
- Self harm

- Vision/hearing impairment
- Motor skill difficulties

2. Stages of SEN provision

<p>Universal – has an identified additional need but is progressing well</p>	<p>Needs met through Quality First Teaching Advice sought through SENCO and other teachers Progress monitored through half termly Pupil Progress meetings, class provision maps and intervention provision maps Monitoring by SENCO through learning walks/book scrutinies/pupil voice Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child Access to training as appropriate Whole school policies and procedure in place</p>
<p>Universal targeted – Needs are not being met through QFT</p>	<p>Teacher seeks further advice from SENCO ‘Cycle of support’ put in place using resources from <u>within school</u> Progress monitored closely using class provision maps for any extra/additional support e.g. interventions Pupil support plan in place and discussed with parents on a termly basis to discuss progress of child and next steps Use of additional assessments, where needed</p>
<p>Targeted – child needs resources and support from one or more outside agencies</p>	<p>‘Cycle of support’ in place and reviewed regularly SENCO seeks advice from external agencies Additional training may be needed to support the child in school Additional arrangements and time will be needed in order for the child to receive specialist support Monitoring by the SENCO and other outside specialists Consider CAF assessment</p>
<p>Targeted Specialist – child needs a range of outside specialist support</p>	<p>Child has multi agency involvement Child will be working towards, or will already have, an EHCP SENCO to seek advice where necessary from outside specialists Training for adults involved in the care of the child Specialist assessments are used to recognise steps in learning Monitoring of the support given Regular communication with parents through a key adult</p>

3. SEND Policy and Local Offer

Links to our SEND Policy, Accessibility and Equality Policy and the Local Offer* can be found on the school website at:

www.glemsfordprimaryacademy.co.uk

Under the tab 'SEND'

* The Local Offer is the services offered by the local authority for children and young people with SEND.



4. If you have a concern

Firstly, raise any concerns with your child's class teacher.

The SENCO will always be happy to talk to you either face to face, by phone, or by e-mail.

If you are still not happy, please feel free to contact the Head Teacher to discuss your concerns.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability.

You can contact them at:

<https://www.suffolksendiass.co.uk/> or on 01473 265210



5. Identifying and assessing needs

We do this by:

- Listening to parental concerns
- Listening to the concerns of the child
- Observing the child
- Carrying out additional assessments
- Using school tracking data for reading, writing and maths
- Seeking advice from outside agencies
- Gathering information provided by previous setting

6. Contacting the SENCO

Our SENCO is Mrs Donnelly

Tel: 01787 283200

sdonnelly@glemsfordprimaryacademy.co.uk



As SENCO, Mrs Donnelly oversees the needs of SEN children and supports the teachers in ensuring they are providing Quality First Teaching and the suitable support as and when it is required.

She can:

- Offer advice about how to identify if your child has any special educational needs
- Suggest ways to support your child at home
- Make referrals to outside agencies
- Lead multi-agency meetings to make sure your child's needs are met in school
- Provide advice on any family needs and suggest who can help

If you would like to speak or meet with her, please ring the school office to make an appointment or contact via Class Dojo.

7. Our primary aims

Work alongside the pupils,
parents/carers and
appropriate agencies to
ensure the best for the child

Value all children
equally

Provide full access to a
broad, balanced and
relevant education

This includes those children who are looked after by the local authority

8. Teaching children with SEN

Teachers will be given regular training and support in addressing specific SEN, in order that pupils receive 'quality first teaching'

All pupils with SEN will be taught a full range of subjects, which are accessible but challenging

Some classes will provide additional support in the classroom and targeted pupils may access additional learning opportunities to help them catch up



GLEMSFORD
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9. Accessing the curriculum

Below is an example of the type of support that we may provide to support children in their learning, depending on their specific needs and requirements.

Adult support where appropriate

Flexible groupings

A wide range of visual and multi sensory resources

Appropriate teaching approach for a child's needs e.g. hands on, visual, multi sensory

A range of access strategies such as work in chunks, work breaks, extra processing time

Access to ICT devices e.g. laptop, voice recorder, Clicker

Specialist equipment e.g. sloping boards, pencil grips, calming toys, seating cushions, coloured overlays

Individual timetables and schedules



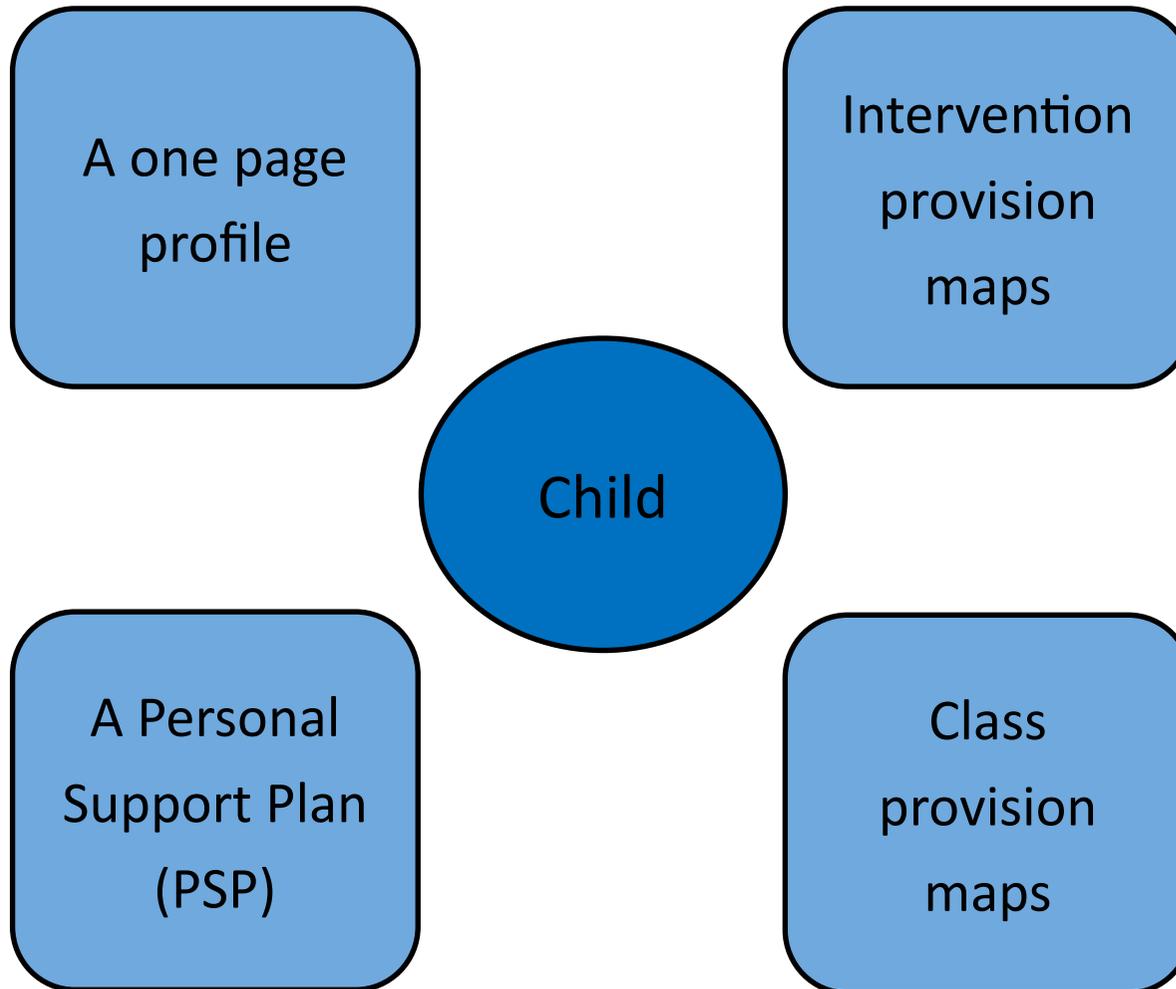
10. The SEND process

The SEND process follows a cyclical, graduated approach. This allows us to ensure each child is being catered for appropriately at the current time.



11. Assessing provision

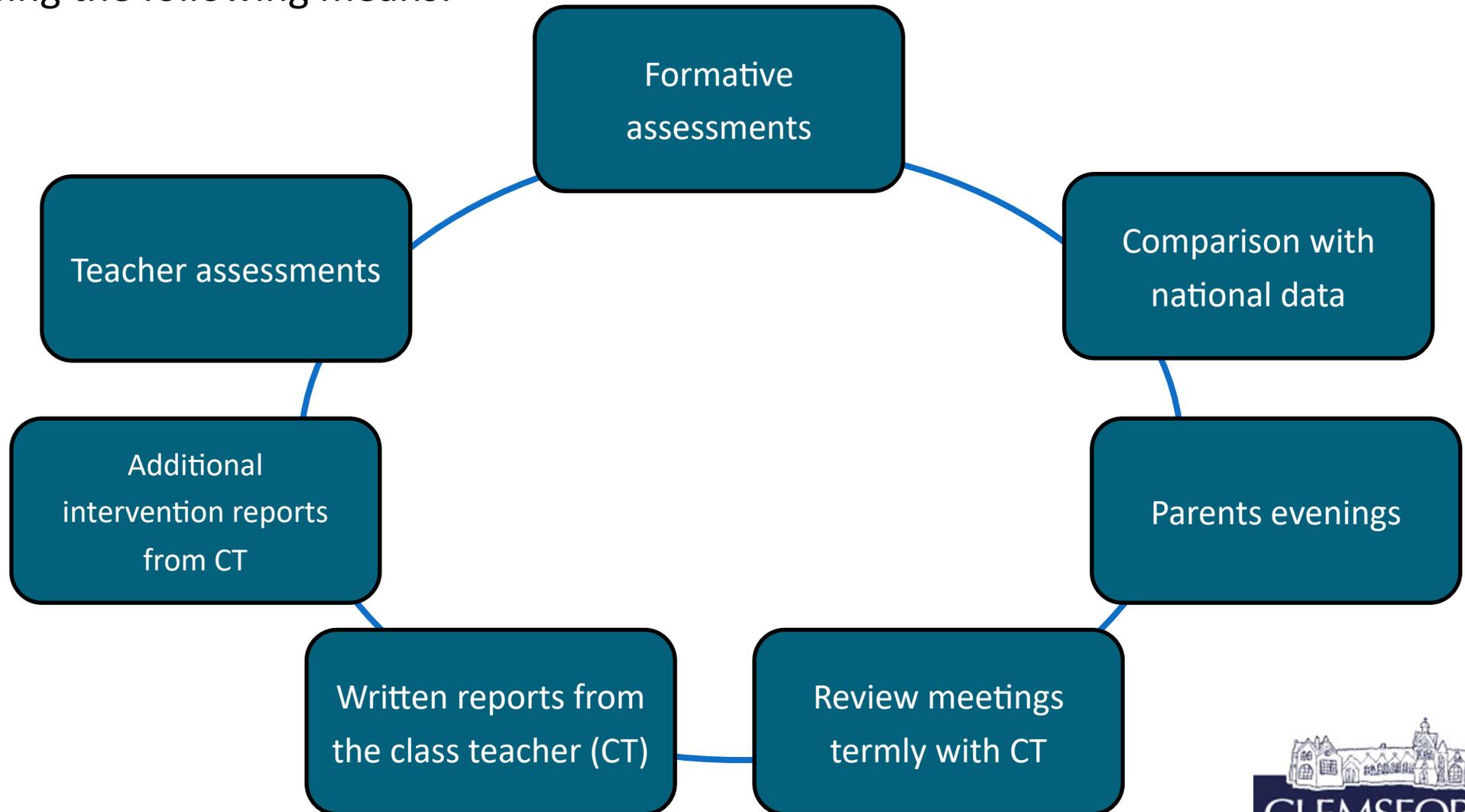
To support your child we may assess and support them using ...



This process allows us to constantly evaluate the effectiveness of the provision made for our children with SEN, alongside our cyclical, graduated approach.

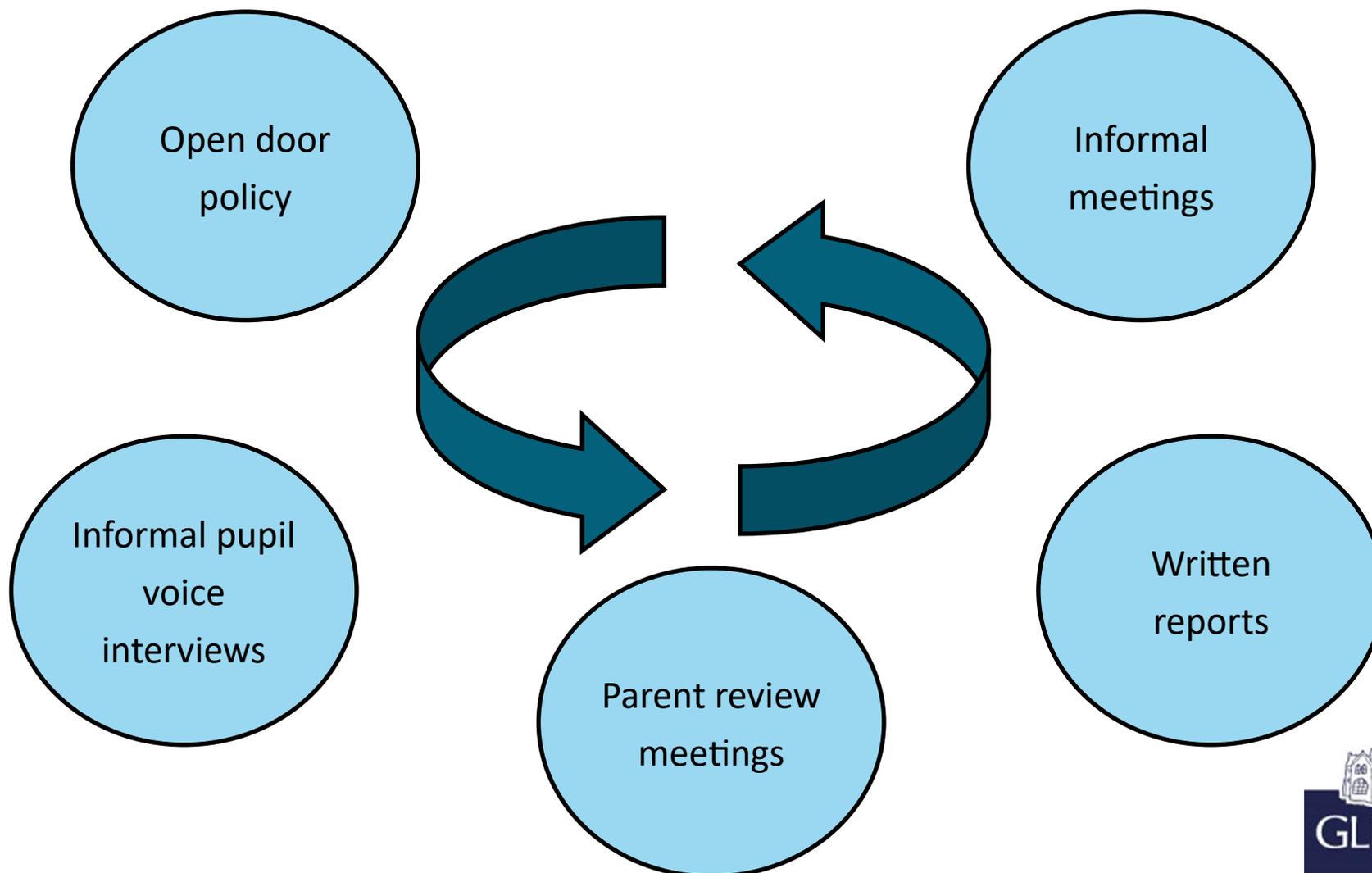
12. Assessing and reviewing pupil progress

In addition to reviewing provision, we will assess and review children's progress using the following means:



13. How is everyone kept in the loop?

We will ensure that we discuss any additional needs your child may have with all the right people. This will include you, as the parents or carers, and the children themselves.



14. Accessing Enrichment opportunities

We will provide skilled additional adults to support children, where appropriate

Accessing enrichment opportunities will be discussed with parents/carers and any other external agencies so that accessibility needs are met

We will look at additional resources that may be needed to support individual children when out of school for an educational or residential visit

We will have flexible arrangements to meet the individual needs of the children who attend enrichment opportunities

We will carry out additional risk assessments and training for all adults who work with children who have specific needs



15. Supporting emotional and social development

We support the emotional and social development of our children through:

- * Class Dojo
- * Play leaders
- * 1 to 1 support in class and out of class
- * Friendship club at lunchtime
- * Pupil Voice opportunities
- * PSHE lessons
- * Counselling and support
- * Clear communication between home and school
- * ELSAs (emotional literacy support assistants), Talking and Drawing Therapy, Lego therapy and a range of other small group & one to one supportive therapies.
- * Communication with MDSA's
- * Teaching of mindfulness and encouraging active life styles (including clubs)
- * Assemblies

16. Admission and transfer arrangements

Children may join or leave our school for reasons such as; pre-school, year group moves, transfer to/ from other primary schools, transfer to Secondary School.

To ensure a smooth transition ...

The child makes extra visits to the school, if deemed appropriate

Information gathering from all professionals involved with the child

The child visits the school with parents/carers

SENCO contacts the school to discuss particular needs and support for the child

Transition meetings with the parents and any other agencies working with the child

SENCO may visit previous or new schools of children with SEN.
Appropriate paperwork is transferred

17. Disability arrangements

Our school building is over 100 years old and has created obvious accessibility challenges.

However, we have made amendments to make it accessible which include:

- ⇒ Disabled toilet facilities
- ⇒ Ramps for steps
- ⇒ Full ground floor access
- ⇒ Additional equipment and communication aids used where they support access for particular pupils.
- ⇒ Flexible classroom arrangements

Like any child in our school who requires it, a child with a disability is entitled to support as required and this is the same as that discussed in section 9.

All children have the right to access off site educational visits where it is safe for them to do so. For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.

This is in alignment with: Section 69 of the Children and Families Act 2014; Paragraph 3 of schedule 10 to the Equality Act 2010; regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014; Section 6 of the Special educational needs and

