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Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

Glynne Primary School

SEND Information Report 2023-24

in accordance with section 65(3) of the Children and Families Act 2014

This document outlines the ways in which we ensure that we support all of our pupils, including those with SEND, in order that they can achieve and thrive. It does not detail every skill, resource and technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.

What kind of special educational needs provision is accessible for children at Glynne Primary School?

Special educational provision is additional to or different from that made generally for other pupils of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management of provision and support for identified pupils with SEND. The SENCo will coach and support teachers and other staff to enable them to make assessments and provide appropriate provision for children in their class with SEND. All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the individual needs of pupils with SEND within the classroom.

All staff have high expectations of all pupils, including those with SEND. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO. There are a range of internal interventions that are implemented when needed, additional to this are external agencies that offer specialist provision/support as necessary.

The Head Teacher continues to ensure that funding is readily available to provide an appropriate level of support for pupils with SEND.

What are Special Educational Needs and Disabilities?

At Glynne Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0 – 25 Guidance 2014, when a child has a significantly greater difficulty in learning than the majority of children the same age.

We support students in the four broad areas of SEND:

- Communication and Interaction: Difficulty with different aspects of speech, language, or social communication.
- Cognition and Learning: Moderate and severe learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.
- Social, Emotional and Mental Health difficulties: Difficulties such as anxiety, depression, self-harming etc.
- Sensory or Physical difficulties. Difficulties such as a visual or hearing impairment.

Provision is made for pupils whose needs fall into one or more of these categories.

How do we identify Special Educational Needs in pupils?

At Glynne Primary School all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The learning and attainment of all pupils is closely monitored on a regular basis by the class teacher and the Senior Leadership Team.

There are systems and processes in place, which allow us to quickly identify children who may require additional support. Children may be identified for the following reasons:

- They are performing below age related expectations
- They are not making expected progress
- Concerns have been raised by parents/carers of the pupil
- Concerns raised by staff
- Liaison with external agencies
- Due to a health diagnosis

Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to

better understand the provision and learning style that needs to be applied. Class teachers may seek support from the SENCO and the Senior Leadership Team.

Some children need educational provision that is additional to or different from that made generally for other children. Where it does appear that a child does have SEND, parents will be formally advised of this and added to the SEND Support List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four part cycle:- Assess, Plan, Do, review.

Targeted interventions are planned, delivered and evaluated where appropriate, for pupils with SEND this may include small group or individual work.

We use a range of assessment tools at Glynne and they include:

- Salford Reading and Comprehension Tests
- Sandwell Early Numeracy Test
- Wellcomm- Speech and Language screening tool
- Phonics screening
- Well-being assessments
- Strengths and Difficulties Questionnaire (SDQ's)

How is progress monitored?

All pupils including those with SEND are assessed on a regular basis. Pupil progress meetings are held termly where pupil's progress is rigorously monitored and those who are not making expected national progress are identified. Once a pupil is placed on the SEND Register, they will have an Individual Provision Plan (IPP) written and targets will be reviewed termly with parents. Further support may be required from external agencies. If a child has complex SEND then they may require an education healthcare plan (EHCP).

In accordance with the SEND Code of Practice (2014) the process for responding to pupils as needing additional support, follows the four-step cycle called the Graduated Response.

- **Assess:** the pupil will be assessed thoroughly to identify key areas of need.
- **Plan:** the support and intervention provided will be selected to meet the outcomes identified for the pupil.
- **Do:** planned support is put in place and monitored over a period of time.
- **Review:** progress is regularly reviewed against the child's targets.

Teachers formally assess and review progress and attainment at least three times a year which is communicated to parents through Parent Consultation Evenings and an end of year report.

The progress of SEND pupils is also reviewed regularly. The review process will evaluate the impact and quality of the support and interventions. Communication between teaching staff and the SENCO/SLT is ongoing and adaptations to provision can be made in response to the child's change in needs. It will also take account the views of pupils and their parents. The SENCO alongside the class teacher and in consultation with parents and pupils will revise the targets and provision based on the pupil's previous progress and development. Parents also have the opportunity to discuss their child's progress with the SENCO three times a year during Parent Consultation Evening.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the pupil's education. At Glynne Primary pupils are encouraged to talk about their education, the provision they receive and feed into their provision plans, ownership of their targets is an important part of the assess, plan, do and review cycle. For statutory annual reviews of EHCPs, pupils are invited to attend alongside professionals and their parents/carers if it is appropriate.

How do we support transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For SEND pupils joining Glynne Primary from another setting we ensure relevant information is collected from the child's previous setting. Where appropriate the SENCO will meet with the SENCO from the previous setting in order to set short term targets that are appropriate for the pupil. Staff training is put into place if appropriate based on the information collated.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support needed to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information, intervention and support strategies will be discussed during a transition meeting between the current and new class teacher.
- If a transition book or social story would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.

In Year 6:

We have a strong transition package from KS2-3 for pupils with SEND. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

- The SENCO, through arranged meetings, will discuss the specific needs of your child with the SENCO of their secondary school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- If a transition book or social story would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.
- Your child will complete focused tasks about aspects of transition to support their understanding of the changes ahead.

What accessibility arrangements are in place?

All pupils follow an appropriate age-related curriculum. There are a small number of pupils who have a more personalised curriculum to match their individual needs, interests and abilities. This may be from a different year group's programme of study. Their progress is then measured towards the relevant year group's end of year expectations.

Our school is a safe and accessible, although on multi-levels and two separate buildings, we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff.

All areas of the school are fully accessible to children with disabilities. We have a range of different facilities to help SEND students throughout our school including:

- disabled toilets and a care room in both KS1 and KS2, including a bed with ceiling hoist and separate manual hoist. Ramps in some areas leading into the school, medical room.
- The school is fully DDA compatible.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Specialist equipment is provided for pupils with specific needs.
- Pupils requiring specialist equipment are monitored to assess the impact of using this equipment on their learning.
- Extra-curricular activities are accessible for children with SEND, including trips and residential. It may be necessary to make an individual risk assessment for some children for some activities. If this is necessary, we will discuss this with parents.
- Children with disabilities will have an Individual Health Care Plan in place. This is developed in collaboration with parents, healthcare professionals, teachers and any other relevant adults involved with the child's care.

What training do our staff have for pupils with SEND?

The school's Continued Professional Development Programme addresses emerging needs and is regularly reviewed. This programme may involve using different strategies and more practical adaptation of resources and activities, with the aim that all pupils can access the lessons fully. Staff who are new to the school follow an induction programme which includes training and information on pupils with SEND. Training if necessary is organised by the SENCO.

We have a strong team of Teaching Assistants and within this team there are staff who have a range of experience and training, covering various SEN needs including; NVQ Level 2/3 qualifications, child protection, first aid, support of students with physical and sensory difficulties, speech and language difficulties, social emotional and mental health difficulties, intervention programme training.

What support services might be accessed to support children with SEND?

- School Nurse
- Speech and Language Therapy Team
- Child, Adolescent Mental Health Service (CAMHS)
- Hearing impaired Team
- Physical Impairment, Medical Inclusion Service (PIMIS)
- Sycamore Behaviour Support Team
- Integrated Early Years Service
- Helping Hands Charity
- Autism Outreach Service
- Inclusive Pathways
- Reflexions
- Occupational Therapy

At Glynne, we also buy into appropriate local authority traded services and private services including:

- Dudley Educational Psychology Service
- Dudley Counselling Service
- Dudley Learning Support Service (LSS)
- West Midland Speech and Language Therapy Service

These services are contacted when necessary and appropriate, according to the individual pupils needs. The school works closely with Dudley Local Authority and uses the Early Intervention/Help process when appropriate to do so.

The designated teacher for looked after pupils updates the Governing Body, on a termly basis about the needs and progress of these pupils including any who have SEND.

How will my child be included in activities outside the classroom, including school trips?

A range of academic, sporting and other extra-curricular clubs are available at Glynne Primary. These are open to all pupils, including students with SEND.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs, including any reasonable adjustments, will be discussed if they wish to take part.

Risk assessments and health care plans are taken into account before school trips are booked.

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

At Glynne Primary we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance.

There are members of staff who are able to provide pastoral support, these include: class teachers, phase leaders, SENCo, senior leaders, classroom teaching assistants, school health advisor and external counselling service. Excellent relationships have been established with a number of external agencies for example: Speech and Language team, Autism Outreach, CAMHs, Hearing/Visual Impairment service and Dudley Learning Support Service and Educational Psychology.

Glynne Primary School has a strong anti-bullying ethos and a supporting team of antibullying ambassadors linked to our PSHRE curriculum. We also take part in the annual antibullying week and Children's Mental Health Week. The senior leadership team work collaboratively to ensure that there is clarity and pupil safety at all levels.

Who should I contact to find out about support for parents and families of children with SEND?

The Dudley local offer pages provide information on a range of support services:

Dudley SEN Team, Westox House, Dudley MBC, Phone: 01384 814214. Website at: www.dudley.gov.uk/localoffer

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

Connexions is an organisation which is able to offer advice on learning and work opportunities:

Call: 01384 811400

Email: Connexions@dudley.gov.uk <http://www.connexionsdudley.org/>

Young Minds- Young People's Mental Health Support

What do I do if I feel my child is not having their needs met?

In the first instance parents/carers should contact the school to raise their concerns to any member of staff but preferably to the SENCO. The SENCO can be contacted by telephone on: 01384 816960 or by email to info@glynne.dudley.sch.uk

If the issue cannot be resolved at this level, the parent would be directed to the Head Teacher and the complaints procedure. Parents may also wish to contact the SEND Information, Advice and Support Service.

Useful information:

Acting SENCO: Mrs F Pearson

Head Teacher: Miss T Powell

SEND Governor: Mrs M. Hammond

Contact Number: 01384 816960