

Glenleigh Park Academy SEND information report 2018-2019



In the Bexhill area the primary schools have come together to form an alliance. This alliance has been created to inform parents about the resources and support that are available within each school for children with special educational needs or disabilities (SEND) and additional needs. Our shared offer can be found on our website entitled: Local Offer.

This document specifies some additional information that is specific to Glenleigh Park Academy. It answers questions raised by parents regarding children with special educational needs and disabilities (SEND) or additional needs. It explains exactly what Glenleigh Park Academy can offer these children.

If you require any further information please contact Mrs Willer, SENCo.

Copies of our SEN policy, Accessibility policy and many other school policies can be found on our website: Paper copies are available by request from the school office.

Parents and carers can also obtain impartial information, advice and support from Information for Families at:

www.eastsussex.gov.uk/informationforfamilies

Whole School Approach

High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. All children requiring interventions are discussed at the Pupil Progress Meetings and children who have a higher level of need are placed on a School Based Plan. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a

differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children require more specific assessments to track progress in smaller steps; examples of these include The Glynde Gap P Scales, provision maps and assessments linked to a specific intervention programme. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment for example The Dyslexia Screening Test and Speechlink.

Plan: All children who have an Education, Health and Care Plan (EHCP) or a Statement have a School Based Plan to plan provision. A small number of children with more complex needs in addition to this group of children also have a School Based Plan. It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require within the class. Advice on planning can be sought from the SENCo. Interventions are discussed at Pupil Progress Meetings.

Do: It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well trained in SEND and have particular expertise with the children they are working with.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an ongoing process. We meet together at the Pupil Progress Meetings to discuss progress and effectiveness of the strategies and interventions that have been used. In addition, School Based Planning Meetings are held three times a year and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction We are well supported from both LLSS (Language and Learning Support Service), the Autistic Monitoring and Support Group and the Speech and Language Service who provide ongoing advice. We use Makaton in school and Communicate

in Print to aid children with speech and language difficulties. We use Speech Link and Language Link to assess to plan activities for children.

2. Cognition and learning: We use multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate. our SENCo has undergone dyslexia training to become a specialist in this area.
3. Social, emotional and mental health: Where a child is displaying emotional or mental health issues that interfere with his or her learning, a multiagency approach is used involving the Virtual School or ESBAS (Educational support, behaviour and attendance service) as required and the child has a Pastoral Support Programme which is reviewed on a regular basis.
4. Sensory and/or physical needs. Provision is put in place at the advice of our Sensory Needs Service. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating to they can see and/or hear the teacher

As of (*September 2014*), we have children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of intervention work, work scrutiny, discussions at Pupil Progress Meetings and School Based Planning Meeting reviews. The children are regularly assessed as part of the school's ongoing process. Additional specialist tests and assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All children in school are assessed and tracked against age related expectations to monitor their progress throughout the year. Pupil progress meetings are held at least three times a year, where the teachers and members of the senior management team decide on the appropriate provision for each child. Individual children's needs are discussed with parents as and when they arise.

Children with special educational needs or disabilities (SEND) and additional needs will be provided with the necessary support and resources, based on their individual requirements.

If your child has additional needs, your first point of call is the child's class teacher.

The special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have EHC plans. They also provide guidance to school staff and works closely with parents and other services that provide for children in the school.

You may already have involvement and assessments from other services, which you will be able to share with the school to help them make provision for your child. For example, your child may have involvement from the Early Years' Teaching and Support Service or there may be reports from a paediatrician or speech and language therapist. These will inform the school of the type and level of need your child may have and even offer programmes of work to support them. If your child has no previous involvement with external services and there are no initial reports to identify need, the school will allow a 'settling in period' and monitor the child, making regular assessments of their behaviour and progress. These, along with more formal assessments, will build a picture of their

needs and help us to select the necessary external advice and support, if required, which will be sought in partnership with parents, and reviewed regularly.

Those children starting school with an identified specific or severe need will be planned for in advance, to ensure a smooth transition.

How will school staff support my child?

All children's needs are best met by high quality; personalised teaching that promotes independence but takes account of the needs of each child, with in-built support and challenge. This includes providing a dyslexia friendly environment, specific interventions, support from trained teaching assistants and a range of specific resources to target individual needs. The SENCo, in partnership with the class teacher and external services, will oversee and plan the education programme needed for individual children. Parents/carers will be informed of and asked to give their consent for other professionals to work with their children.

Specialists from a range of support services might be working with a child on a regular basis, over a set period of time (e.g. weekly for 1 term). Their role will be clarified and explained by the SENCo to parents. The school governors will be informed of the on-going work of the SENCo and the provision in school. It will be the school governors' responsibility to ensure that effective provision is available.

How will the curriculum be matched to my child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

Teacher assessment and formal tests will be used to assess how well any child is progressing, and adaptations to teaching and learning will be made where necessary. All teachers differentiate work within their classes and assess progress continually. Differentiation means that lessons are planned to take account of different learning styles and ability. If a child is not coping at the level expected or shows understanding in a greater depth, flexible planning and provision will be used to tailor lessons to suit your child, with the aim of the fullest integration possible. Gaps in learning or difficulties with specific concepts will be addressed through a range of interventions and support, which may include anything from review and reinforcement within the lesson to 1:1 tutoring. Children are encouraged to take an active role in planning their own learning and identifying the next steps to make progress. All children have access to challenge activities to extend their learning.

How will I know how my child is doing and how will you help me to support my child's learning?

- Parents /carers will be able to meet with their child's teacher informally after school on most days if they have a concern, but more formal appointments may be made at any time and can usually be arranged within a week.
- Parents'/carers' evenings are held regularly over the school year, when information about progress is shared and support suggestions given. During parents' and carers' evenings, parents are encouraged to discuss their role in supporting their children at home. Parents /carers will receive an annual written report at the end of each academic year.
- The SENCo is also available for appointments to discuss specific provision and any SEND related issues.

- There are more informal ways of communicating regularly, such as a home-school book for sending messages back and forth between home and school, and the opportunity to speak to a member of staff informally at the end of each day or by appointment.
- Some parents/carers of children with additional needs may be invited to additional meetings (e.g. personal support plan, school based plan, looked after children reviews, annual reviews and provision mapping).
- Children with an additional need will have a pen portrait, that will be updated termly and shared with the children and parents/carers.

What support will there be for my child's overall well-being?

- The ethos of the school is shown through values such as respect, honesty and caring for others.
- A Family Support Keyworker may be used to work with children and families.
- Trained adults are available to meet with children on a 1:1 basis and discuss their problems and worries.
- A school counsellor is available for 1:1 support.
- Teaching assistants provide additional adult support for children who require it.
- Nurture groups are run regularly across the school.
- The school follows the Social and Emotional Aspects of Learning (SEAL) programme in all classes, and circle time is held to give children a chance to talk about matters of personal and social development.
- Emphasis is placed on regular and well planned PSHE (Personal, Social and Health Education) teaching across the school.
- Key staff are trained in basic first aid procedures, with some holding advanced first aid qualifications, including Paediatric First Aid for the under 5s and administration of medicines certificate.
- Before and after school clubs are available. Some clubs may be run by qualified sports coaches who are subject to required safeguarding checks. These clubs may incur a charge.
- A clear behaviour and discipline policy, with stepped sanctions, is followed. This complements a positive approach to behaviour management where good behaviour is recognised and celebrated, including as a whole school during assemblies.
- Exclusions may be used for persistent and disruptive negative behaviour or very serious incidents. Support from external services may be sought. Parents /carers are encouraged to work with the school to avoid exclusion.
- There is a School Council that meets regularly with the PSHE lead to discuss a range of issues relating to school management.

- Systems are in place for children to 'buddy' others, and older children are encouraged to help younger children with integration at playtimes. Some pupils are trained as Play Leaders.
- The school works with outside services to provide additional care and support for a range of needs, such as:
 - Dragonflies Bereavement Counselling Service and the My Time Too nurture groups
 - Education Support, Behaviour and Attendance Service (ESBAS)

What specialist services and expertise are available at or accessed by the school?

The ASD Monitoring and Support Group: offers specialist support for children attending mainstream schools in Years 1-7. This is where we refer children who need outreach support for autism spectrum disorder (ASD) or for placement in an ASD specialist provision.

Education Support, Behavioural and Attendance Service (ESBAS): this service helps schools to develop effective behavioural and therapeutic support for vulnerable pupils.

Social worker and Family Support team: lead professionals in all cases where a child protection plan is required. The social work team intervene to support families where children are at risk of neglect or abuse of a physical, emotional or sexual nature. Referrals may be made for support or to investigate risk of harm.

The Early Years' Teaching and Support Service: support children aged 0-5 years with disabilities and complex needs. They can offer support at the child's home, pre-school and through the early days at school. They also have information on local parent and toddler sessions and training for parents and professionals working with young children.

Educational Psychology Service: children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best of their ability.

Mental Health: the Child and Adolescent Mental Health Service (CAMHS) can offer the following support to parents, carers, children's services professionals, and young people with severe mental health disorders:

- advice on appropriate support
- diagnosis of mental disorders
- therapeutic work with young people to treat their complex, severe or persistent mental health difficulties.

CAMHS may diagnose attention deficit hyperactivity disorder (ADHD) amongst other mental health conditions.

Family Support Keyworker team: the FSKT team are employed by schools to provide a link between school and family. They may work individually with a child as well as her / his parents /carers and try to identify the on-going support that might help children and families to cope better with a range of

situations, from housing to diet and behaviour at home. FSKT might also run nurture groups in school.

School nurse: the nurse will work in school to check on children's general health and growth. They are particularly involved with children who may be supported by a Child Protection Plan. The nurse can liaise between the school and the child's doctor, and will also refer to the Child Development Clinic (CDC) and occupational therapist. The nurse occasionally runs 'surgeries' in school, where children and their families may make an appointment to discuss matters specifically relating to the child's health and well-being.

The Children's Integrated Therapy Service (CITS): a new integrated therapy service is available to children and young people aged 0-19 years. The Children's Integrated Therapy Service (CITS) brings together therapists from the National Health Service and East Sussex County Council. The service provides:

- speech and language therapy
- occupational therapy
- physiotherapy.

Visual and hearing impairments: guidance for schools on supporting children with visual and hearing impairments is available on line. If you need further guidance or have any questions about additional support please contact the Service for Children with Sensory Needs.

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

We ensure that all children are included in all extra-curricular activities provided by the school. Where specific and different provision is required, this is done in consultation with parents/carers and any relevant outside services. The school will work with parents and carers to provide the necessary equipment and support needed to enable all children to enjoy full participation in all areas of the curriculum. There is an expectation that parents / carers will work with the school to allow their children's full participation. This may involve a number of reasonable adjustments, such as parents/carers accompanying their children on occasions, or agreeing to flexible arrangements, such as different transport or adjusted timings.

How accessible is the school environment?

The school will ensure that the site is accessible to wheelchairs and that there is adequate access to all classes where reasonably practical. Facilities will be provided for disabled toileting and changing within the school.

Further details are available from the school and our Accessibility policy and plan (2016) can be found in the statutory documents section of our website. Paper copies of this are available by request.

How will you prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

There are well structured transition arrangements within and between phases and these are tailored to suit individual needs. SEND children entering the Foundation Stage will be supported from their nursery setting by the Early Years' Teaching and Support Service. Children are invited to visit the

school whilst still in their nursery, to familiarise themselves with the adults in the environment. Home visits are an essential part in developing positive relationships between home and school. All children are inducted into the Foundation Stage, where they will work in smaller groups to get to know their new teacher and the school. The school liaises with each secondary school to plan a series of transition sessions, with additional provision for SEND/ additional needs / vulnerable pupils.

How are the school's resources allocated and matched to children's/young people's special educational needs?

The school has an overall budget which is allocated to meet the range of needs represented within the school. Funding may provide staffing, resources, specialist equipment and outside agency services so all children have a good level of adult support and intervention and are able to reach their full potential.

How is the decision made about what type and how much support my child/young person will receive?

Some children may enter school with an identified special need from the pre-school setting. The SENCo and the class teacher will use the information transferred through Early Years Services or other outside agencies to identify appropriate support.

Other children with SEND /additional needs will be identified as early as possible through parent / carers' concerns, baseline assessments, the use of 'P' Scales, national curriculum assessments (SATs) and on-going records and reports. Once the area of need has been identified, resources will be allocated.

When a class teacher or the SENCo identifies a child with special educational needs, parents will be informed and the class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. Support will be provided for those children who, despite receiving differentiated learning opportunities:

- make little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness;
- show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- present persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed by the school;
- have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment;
- have communication and / or interaction difficulties and continue to make little or no progress, despite the provision of a differentiated curriculum.

At this stage, outside services may have been working with the children concerned, or may be contacted by the SENCo with the parents' /carers' agreement. Should a service not accept a referral, the SENCo will support colleagues in their provision and further assessment and monitoring.

Action taken at this stage may include:

- different learning materials or special equipment;

- some group or individual support;
- extra adult time to devise the nature of planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies; or
- access to Local Authority (LA) support services for advice.

Further support from external services will be requested should children:

- continue to make little or no progress in specific areas over a long period;
- continue to work below age related that is expected of children of a similar age;
- continue to have difficulty in developing literacy and mathematics skills;
- have emotional or behavioural difficulties which substantially interfere with their learning or that of the class group, despite having an individualised behaviour management programme;
- have sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service;
- have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External services will usually see the child so that they can advise teachers about appropriate provision and targets and accompanying strategies, provide more specialist assessments, give advice on new strategies /materials and, in some cases, provide support and direct teaching for particular activities.

The school may work with the family to provide a plan to meet your child's needs.

High level needs pupils

If your child needs a high level of provision and support, the LA will require information in the form of documentary evidence of action taken to support the child and reports regarding progress.

The LA will consider the submissions from the school, the parents / carers and other relevant services and decide on whether it is necessary to make an additional contribution to support the child's needs. This contribution would only be for a high level of specialist provision.

How are parents / carers involved in the school? How can I be involved?

The school encourages parents and carers to be as involved as much as possible in their children's progress. Opportunities include:

- becoming involved with the Parent Teacher Association (PTA);
- participating in school events (sports days, summer fete, trips, discos, clubs);
- becoming involved with curriculum support (parents' and carers' evenings, curriculum meetings, helping with reading in school, homework, daily home reading);
- ensuring good home-school communication (attending meetings, receiving school text updates, receiving Parentmail emails, use of home-school books);

- helping in school;
- completing school questionnaires / surveys and responding to letters to enable the school to take your views into consideration.

Who can I contact for further information?

If you are considering whether your child should join us, please contact the school office to find out about open days and visiting arrangements. Once your child has joined the school, your child's class teacher will be your first point of contact. Should you need to meet for a more detailed discussion relating to SEND and additional needs, the SENCo will be involved. The SENCo will co-ordinate whole school provision for SEND and appointments can be made via the main school telephone number (01424 213611).

Parent Link can support you with your concerns or queries and their details are available on the East Sussex County Council website.

The Local Authority Offer can be found on the East Sussex County Council website: www.eastsussex.gov.uk/localoffer

This Local offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

A copy of the complaints policy can be found at the school office.