



GLENBROOK
SPENCER ACADEMY

Glenbrook Spencer Academy

Special Educational Needs and Disability Report

2021-2022

Glenbrook Spencer Academy is an inclusive school where diversity is celebrated. Spencer Academies Trust, and the Governing Body believes that the admissions criteria should not discriminate against pupils with SEN. Therefore we ensure that we admit pupils already identified as having Special Educational Needs as well as identifying and providing for pupils not previously identified as having SEN.

We are a school which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN aims reinforce the need for teaching that is fully inclusive to ensure that children with SEN are not treated as an afterthought.

What is SEN&D and SEN&D support?

SEN&D stands for Special Educational Needs and/or a Disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to CYP of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The class teacher has responsibility for:

- Checking on the progress of your child
- Identifying, planning, and delivering the differentiated curriculum for your child in class as required
- Personalised teaching and learning for your child
- Creating, updating, and reviewing your child's provision map
- Ensuring that the school's SEN&D Policy is followed in their classroom.

SFND Coe Jennifer Gibb zenco2@lenorock.nettingham.sch.uk

SFND Governors Narges Claugumi

Other key staff: Kate Green (Executive Principal), Victoria Coims (Head of School), Jay Smith (Lead Practitioner for Safeguarding and Welfare) and Scott Lewis (Behaviour Ambassador)

They are responsible for:

- Developing and reviewing the school's SFND Information report/ policy;
- Co-ordinating all the support for students with special educational needs or disabilities;
- Updating the school's SFND register (a system for ensuring that all the SFND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up-to-date and are confidential;
- Providing specialist support for teachers and support staff in the school, so that they can help students with SFND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is receiving;
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Learning Support Team, Autism Support Teachers, Social Care and Health Service.

The kinds of SFND provided for in our school are:

When identifying the nature of a child or young person's special educational needs, the four areas of need are taken into account are:

- Speech, language and Communication need;
- Specific Learning Difficulty;
- Social, emotional and mental health difficulties;
- Physical/sensory needs;
- Moderate Learning Difficulty;
- Autism Spectrum Disorder.

The school recognises that the pupils may need support in more than one of these areas.



How are pupils with SEN&D identified at our school?

Referring to the SEN&D code of practice (DfES 2011), a CYP (Child or Young Person) has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

Class teachers make regular assessments of progress for all CYP. From this the school is able to identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, class teacher and Head of School to consider all the information gathered from within the school.

Parents/carers will also be asked to contribute at this meeting. Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- The CYP areas of strengths and difficulties
- Any parent/carer concerns
- planning any additional supports your child may receive
- discussing with you any referrals to outside professionals to support your child's learning.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place and a provision map created with the CYP's strengths, challenges and targets. This will be reviewed with the class teacher every half term.

How SEN&D support will take the form of a four part cycle:



The A-P-D-R cycle should be consistently employed throughout the graduated response

Assess – an analysis of CYP need and be carried out by the class teacher and SENCO. Outside agencies may also be involved.

Plan – if the school decides to provide the CYP with SEN support parents/carers will be notified/involved. All staff involved with the CYP will be informed.

Do – interventions/support and be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

Our School is:

Glenbrook Spencer Academy is a school of 400 pupils with an age range of 3 to 11. Glenbrook Spencer Academy gained academy status in 2012. We have a fully inclusive approach to children with SEN. As much as possible, children remain in class, accessing a purposeful and inclusive education. Teachers and support staff are highly skilled at supporting children with SEN in class and identifying those that require further support through one of our Pre/Post teachers.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.



- Teachers adapt planning to support the needs of CYP with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Pre/Post teaching interventions target learning gaps of all pupils.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.
- All staff are trained to ensure pupils with SEN are treated no less favourably than other pupils.
- Specific group work intervention.
- Behaviour ambassador support.
- Autism/Chamson support.
- Counselling.

This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning.

Strategies such as

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Adaptations to individual timetables
- Use of colour overlays
- Visual timetables provided
- Having someone scribe your work



There are many more that may be put in place depending on the individual pupils needs.

People who support

Behaviour Ambassador responsible for supporting pupils with Behaviour, Social, Emotional and Mental Health (BEMH) difficulties.

SENCO responsible for supporting pupils with cognitive and learning and speech and language difficulties.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. educational Psychologist, Behaviour Support Team, Autism Support teachers, Speech and Language Therapists, Occupational therapists, Physiotherapists or the Learning Support team. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

CYP progress is continually monitored by Class teachers and the Senior Leadership team, as well as the SENCO. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has an HC Plan, you will receive an invitation to a termly review meeting to discuss their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of CYP with a statement/HC Plan is formally reviewed at an annual review.



The SNTCo will also monitor that the CYP is making good progress in any targeted work, while also monitoring the effectiveness of the provision or interventions.

Evaluating effectiveness

The SNTCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach (6/4/CoP). Regular reviews of interventions and provision ensure that the effectiveness of support given to children with SEN is constantly evaluated. Children receiving SEN support will have termly review meetings, in which parents views, child views, and school information is all taken into account in order to review their progress against targets. In addition, children with an EHCP will also receive an annual review.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. If necessary, they will arrange a time that they can meet with you to fully discuss your concerns.

The class teacher will discuss your child's learning needs and interventions that are in place to meet your child's needs. They will then discuss your concerns with the SNTCo who will decide how S-N&D support can be identified. Parents of children identified as needing S-N support will be invited to a meeting to discuss the provision made for their child.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact Jennifer Gibb (S-NCo) through the school office.

What support is there for my child's overall wellbeing?

Our school has the S-NCo (Jennifer Gibb), Behaviour Ambassador (Scott Luella) and a lead Practitioner for Safeguarding and Welfare (Liz Smith) who can discuss issues concerning your child. They are often free to discuss children's wellbeing needs and issues with the correct staff when parental concerns have arisen.

There are a number of groups or activities to promote wellbeing at Glenroos, Spencer Academy. Our



Positive Play group, which runs during break and lunch time every day, is designed to improve children's social and emotional skills as well as improving independence and cooperation with peers. A range of targeted interventions can be run dependent on the needs of children, such as restorative justice, social skills and stranger-danger to promote safety and social development. These aim to improve wellbeing amongst CYP. We also have peer buddies within groups, lunch time clubs and staff buddies which ensure that children's wellbeing is paramount.

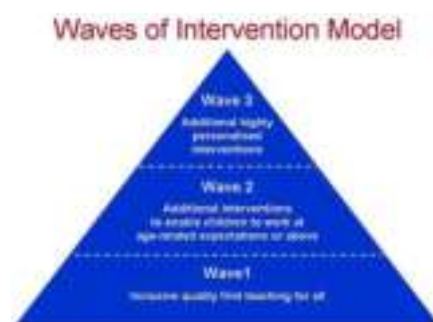
How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 states that

'A student has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to CYP of the same age'

- CYP who are underachieving and failing to meet targets have interventions in and out of class
- CYP are moved on to SEN&D support (previously, School Action), when despite accessing catch up interventions they are still not making expected progress and are not meeting their targets
- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period
- CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously, School Action Plus).

SEN&D support at Glenbrook Primary is allocated using a graduated approach. Children requiring provision above and beyond that of what is expected for a child of their age will receive additional support (Wave 2 provision). If after further intervention and assessment is carried out and reviewed, it is decided that a child requires additional support external agencies may be requested to be involved (Wave 3 provision).



Provision is planned for, allocated and implemented, and then reviewed and assessed at regular intervals to ensure the understanding of a child's SEN is constantly monitored and improved. Every child who is on our SEN&D register will have a provision map that shows the young person's strengths, challenges, targets and provision in place. This is reviewed and the targets updated every half term by the class teacher. This is monitored by the SENCO. Parents have access to their child's provision map through an online login and can share their thoughts through commenting on the provision map.

The school budget is received from Nottingham City Local Authority, which includes funding to support CYP with SEN&D. The Head of School decides on the budget allocation for SEN&D in consultation with

the school governors on the basis of needs within the school. The Principal and SEN Co discuss information they have about SEN/D including:

- CYP already receiving extra support
- CYP needing extra support
- CYP who have been identified as not making as much progress as expected
- CYP that may require additional funding bias

All resources/training and support are reviewed regularly, and changes made as necessary. CYP will be taken off the SEN/D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN/D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budgets who support in class and deliver programmes designed to meet individual and group needs
- Behaviour Support team
- Learning Support Team
- Autism Champion
- Educational Psychology Service
- Speeches
- Well being ambassadors
- Autism Team teachers

Fund for centrally by Health Services

- Speech and Language Therapy
- Occupational Therapy
- Multi agency team
- Support Services for the Hearing, Physically & Visually Impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector

- Jmarella
- Disability
- Disability Direct
- Ask Lion
- Parent Partnership



And many, many more

For more information go to

https://www.asklion.co.uk/eb5/nottingham/directory/landing-page?directory_channel=3

to see the Nottingham City Local Offer

What supports do we have for you as a parent/carer of a child with SEN?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SEN COs, Head of School, and Practitioners for Safeguarding and Welfare, and Wellbeing Ambassadors are available to discuss issues, as appropriate to their roles in school.
- Your child's targets will be reviewed 3 times a year, we will work with you to write and review these with provision made, once each term.
- If your child has external agency involvement, we will meet with you 3 times a year to discuss how you think things are going.
- We will hold meetings with outside professionals where and when appropriate.
- We hold year information evenings/open evenings.
- We will share information with you about parent/carer support groups.



How does the school support CYF with medical conditions?

The school follows 'Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2017

The school has a policy regarding the administration and management of medicines on the school site, which can be found on the school's website. Some CYF will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations. Please see our 'Administering Medication and Medical Conditions' policy.

How is our school accessible to CYP with SEN&D?

Glenbrook Science Academy is accessible for children with SEN&D. We have a disabled toilet, ramp down to reception and a lift.

The school's Accessibility Plan provides details of the school's accessibility and indicates priorities to improve accessibility in terms of curriculum, access/access to information/physical access.

As far as is reasonable teaching resources and equipment used are equally accessible to all CYP.

After-school and extra-curricular provision is accessible to all CYP including those with SEN&D. We run a range of after-school clubs including different sports, Arts and crafts and music designed to engage a range of children including those with SEN&D.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

if your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.
- Extra transition support can be put in place dependent on the needs of each individual.

Starting school:

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Strategies used includes:

- Visits to school
- Parent sessions
- Share records
- Home visits
- Liaise with previous nurseries/pre schools

Transition from Key Stage 2 to Key Stage 3:

- Members of staff from Secondary School will visit your child's primary school
- SENCO discussions between schools
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which involves visits and activities with designated members of staff

How will we and my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life. A parent questionnaire will be sent out twice a year for you to share your views with us.

As part of our graduated approach to SEN, all children and parents are involved in reviewing their provision and targets.

If your child has an IEP/Plan, they will be involved in writing and reviewing their own outcomes termly and at the end of year reviews.

Children with SEN support all get chance to discuss their provision and targets so they are aware of them. They then comment on the targets after reviews to ensure their views are shared. CYP have to the opportunity to complete a questionnaire about aspects of the school. Parents are invited to review meetings to discuss their child's provision and targets. Parents will also be sent a code to access their child's provision and online at any time and can comment on their child's targets and provision.

What training have the staff had about SEN&D?

There is an on going professional development programme throughout the school year which addresses areas of SEN&D within the school. Development opportunities include:

- ADHD, ASD, Dyslexia, Dyscalculia etc.
- National Award for SENCOs
- Using specialist medical equipment such as a paper defibrillator
- Scaffolding
- Differentiation
- Safeguarding

- Attachment Difficulties
- Mastery
- Speech, language and Communication
- Administering medication
- Emotion coaching

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so by following the complaints policy via the SAT website. Please see the complaints policy for full details.

Linked documents on the school's website includes:

- SEN&D Policy
- Complaints Policy
- Behaviour and Anti-Bullying Policy
- Safeguarding Policy
- Administering Medication and Medical conditions Policy
- Intimate Care Policy
- Accessibility Plan



Policy prepared by:	Jennifer Gibb
Date prepared	April 202
Date ratified by the full Governing Body:	

Signed	Chair of Full Governing Body
Signed Miss V Cairns	Head of School

Review date: April 2022