

**Kinds of Special Educational Needs that are provided for at Glazebury CE Primary School.**

We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.



**Information about the School's Policies for identification and assessment of pupils with SEN.**

Pupils are identified as having SEN, and their needs assessed through:

- Concerns raised by the teacher, parent/guardian or the pupil themselves, or there is a change in the pupil's behaviour, attitude or progress. In these cases SENDCO and class teacher will perform a case study and make observations on said pupil to ascertain the level of need and what intervention(s)/ support to put in place. If agreed by all stakeholders, teacher, SENDCO, Head Teacher and parents/guardians a catch up plan will be written for this specific support.
- Information passed on from previous schools.
- Limited progress is being made after interventions/ targeted strategies are put in place.
- After further assessment from outside agencies.

**The school's approach to teaching pupils with SEN.**

Provision for SEN pupils includes:

- Quality first teaching, with appropriate differentiation in place;
- Catch up programmes / support which may include extra adult support in classrooms
- Personalised provision through time limited interventions where appropriate.
- Each child with SEND will have a personal catch-up plan which will be written with the teacher and child and shared with parents



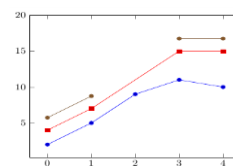
**Evaluating the effectiveness of the provision made for pupils with SEN.**

- All TAs and teachers delivering intervention are required to keep a record of intervention.
- The interventions will be regularly reviewed by all involved to ascertain impact, effectiveness, progress and next steps.
- These programmes will be recorded on the whole school costed provision map.
- Pupil Progress Meetings are held every term with the SENDCO to discuss the progress of pupils. This discussion will allow for progress to be monitored and allow any potential problems to be highlighted and appropriate support be put in place.
- Progress and evaluation is reported to the Governor with responsibility for SEN. The SEN Information Report and Local Offer is posted on our Web site

**Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review.**

These arrangements include:

- Graduated approach: Assess, Plan, Do, Review
- Data tracking for pupil progress
- Individual Catch Up Plans and ECHP reviews;



- Observations, case studies and checklists
- Parents' meetings.

### **How adaptations are made to the curriculum and the learning environment of pupils with SEN.**

The curriculum /learning environment may be adapted by:

- Work being differentiated by the class teacher to enable them to meet the curriculum more easily.
  - Teaching Assistants may be allocated to work with a child on a 1:1 or small focus group to target more specific needs.
  - Focus groups led by class teachers
  - If a child is identified as having SEND, an Individual Catch Up Plan will be written. The child and Parent/Guardian will be involved in this process. This plan will have agreed targets on, which will be discussed weekly by the class teacher and support staff.
  - The SENDCo will also meet regularly with the class teacher.
  - Parents will meet at least 3 times a year with the class teacher.
- Where appropriate, specialist equipment may be given to a pupil to support their progress e.g. writing slope, talking tins, visual timetable etc.

### **Support that is available for improving the social emotional and mental health of pupils with special educational needs.**

The school offers a wide range of support for pupils experiencing emotional difficulties including:

- The class teacher/SENDCo are available to talk to
- We have trained a Teaching Assistant to offer mentor support.
- School Council
- Pupil Voice
- Consistent application of behaviour policy.
- CAMHS (Children and Mental Health Services)
- School Health Advisor
- Educational Psychologist



**Name and contact details of SEND Co-ordinator and SEND Governor:**

**Mr J. Roberts (SEND Co)**  
**Mr J. Patterson (SEND Governor)**

Glazebury C of E (Aided) Primary School,  
Warrington Road ,  
Warrington, Cheshire,  
WA3 5LZ  
01925 763234

[glazebury\\_primary@warrington.gov.uk](mailto:glazebury_primary@warrington.gov.uk)



**Information about the expertise and training of staff in relation to children and young people with SEN.**

- SENDCo has completed the National SENDCo qualification with merit.
- Individual training for staff includes ADHD, ASD, Code of Practice, Team Teach, Speech and language support, First Class at Number, Dyslexia friendly classrooms, CAF training, Mentoring.
- An audit of staff expertise in SEN is undertaken regularly

**Information about equipment and facilities to support children and young people with special educational.**

- We provide equipment to meet our children's specific needs e.g.: Visual prompts, individual work stations, writing slopes, grips, enlarged texts etc.
- Our building has wheelchair access and there are disabled changing and toilet facilities. As a school we are happy to discuss individual access requirements.

**The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

You will be able to discuss your child's progress through:

- Parents' Evenings.
- The class teacher is usually available for a quick chat at the end of the day.
- Appointments with the class teacher and/or SENDCo can be made through the school office.
- The child's planner can be used to contact the class teacher.



The class teacher/SENDCo can suggest ways in which you can support your child at home. Any recommendations received from an external agency are discussed with pupils and parents.

**The arrangements for consulting young people with special educational needs and about involving them in their education.**

Opportunities for consulting our pupils include:

- Pupil Voice interviews and questionnaires
- School Council
- Annual Reviews
- Personal Interviews
- Postcards home



Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. **Please see the Complaints Policy in the policies section of our website.**

**What specialist services and expertise are available at or accessed by the education setting? School is supported by a range of consultants and experts including:**

- The School Health Advisor
- Educational Psychologist
- Occupational Therapy
- Sensory Support (Visual and hearing)
- Learning assessment
- Parent Partnership
- CAF

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.** <http://warrington.fsd.org.uk/kb5/warrington/fsd/home.page>

**The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.**

- Children entering our Nursery receive parent 1:1 meeting with their key person (Teacher or Teaching assistant) and there are welcome meetings held in school where parents can ask questions and view the school.
- Year 6 children take part in transition days organised by their chosen High Schools and SENDCO will meet with High school SEN Team to pass on relevant information to ensure a smooth transition.
- Visits to school by High School Staff are encouraged as part of the transition arrangements.

**Follow this link to access Warrington LA's Local Offer**  
<http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page>