



"Growing together at the heart of God's community"



Glazebury CE Primary School & Nursery, Warrington Road, Glazebury
Warrington, Cheshire, WA3 5LZ

SEND Information Report 2022/23

School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

For the Lord gives wisdom : from his mouth comes knowledge and understanding. Proverbs 2:6

This report sets out the aims of our provision in regards to the children with Special

The HEART of our School and Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A – Achievement for all.

R – Reading at the heart of our school

T – Teaching a knowledge rich curriculum.

Educational Needs and/or Disability

Our approach regarding EQUALITY -H A

Glazebury C.E School is committed to equal opportunities. Our provision for children with Special Educational Needs reflects that commitment. Our Equality Policy and Plan are available from the school office and on the website.

Our Policies

The school has a Policy for Special Educational Needs available on the school website. This policy has recently been reviewed to bring it in line with the Special Educational Needs Code of Practice 2014.

Intent: Our approach as a school: H.E.A.R.T.

At Glazebury CE Primary we believe that high quality first teaching and additional interventions form the provision that we offer to all our pupils in school. If a teacher or member of staff has concerns at any point about a child's development and or learning this is addressed straight away.

Our assessment processes help us to regularly check what we offer all children in our care. We ensure that all staff have high expectations and lessons are personalised to meet the needs of our children.



This report will show how we support children with special educational needs or a disability across our school. Our aims are:

- To make reasonable adjustments for those with a disability by taking to increase access to the curriculum and the environment
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to learning by embedding the principles in the National Curriculum inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>

What kinds of Special Educational Needs are provided for at Glazebury CE Primary School.

Staff at Glazebury CE Primary School provide support for children across the 4 areas of need as laid out on the SEN Code of Practice 2014:

- **Communication and Interaction**
ASD, ADHD, Speech and Language difficulties
- **Cognition and Learning**
A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills
- **Social, mental and emotional health**
Difficulty managing relationships and emotions, bereavements, self-harming, eating disorders.
- **Sensory /Physical**
Visual impairments, hearing impairments, and other physical difficulty

There are currently 15 children with SEND as recognised under the SEN Code of Practice.

None of these children have an Education Health and Care Plan (EHCP), all children are currently at SEN Support.

An EHCP is dedicated provision for an individual child set out in a Statement of Special Educational Needs following a formal assessment by the Local Authority. A formal assessment by the Local Authority is carried out to assess if a child needs meet the criteria for an EHCP to be written. SEND Support is for children with identified needs who are catered for by school based provisions and may also have outside agency involvement. O fixed or permanent exclusions.



Information about the school's policies for identification and assessment of children with SEN.

Children are identified as having SEND and their needs are assessed through:

- information passed from information passed on from previous nursery, school.
- from information or concerns raised by Parents
- concerns raised by teaching and non-teaching staff.
- feedback from data, pupil progress meetings and interventions (Developing skills groups)
- reports from outside agencies or professionals such as school, nurse, G.P's, paediatricians and speech and language, Therapist, health visitor, educational psychologist etc.
- Wave 3 Developing skills group (Interventions)
- school's formative and summative assessment data.

Termly special needs planning (Individual Education Plan) meetings are held with an Educational Psychologist (when appropriate)

At Glazebury CE primary we are committed to:

- Requesting, monitoring and responding to parents/carers and children's views
- Ensuring a high level of staff expertise to meet children's needs
- Supporting children with medical conditions to achieve full inclusion in all school activities. We consult with health and social care professionals in order to meet their medical needs.
- To work in partnership with the local authority and other professionals to meet the needs of all vulnerable learners

What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***



*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

Disability:

Many children and young people who have SEND may have a disability under the Equality Act 2010

*– that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEND) for which provision is made at the school:

- Children with SEND are very welcome to apply for a place at our school. If a place is available, we will do our best to make provision for pupils with additional needs.
- For children with an Education Health and Care Plan, parents have the right to request a particular school.
- Parents of a child with an EHC Plan also have the right to seek a place at a special school.
- Before making the decision to name our school in an EHC Plan, the local authority will send the governing body a copy of the EHC draft plan and then consider their comments very carefully before a final decision on placement is made.

What are the admission arrangements for children with disabilities?

Children are admitted to Glazebury CE Primary School according to our admissions policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so we can plan accordingly.

Does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's
- previous school or the pupil themselves
- There is a lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

All teachers are responsible for every child in their care, including those with special educational needs. If parents have concerns relating to their child, then we ask parents to discuss these with your child's teacher. A meeting with the school's SENDCO whose name is **Mrs Karen Mowbray** (Head Teacher) and whose contact details are glazeburyprimary@ldst.org.uk is also possible.

Mr James Towey/Mr Stuart Roberts Tighe are the Governors with responsibility for SEND. Please contact via the school office.

Parents may also contact the Head Teacher directly if they feel this is more appropriate.

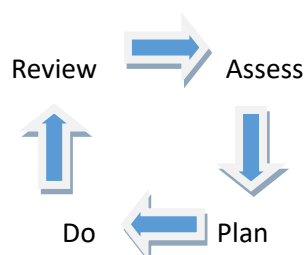
All parents will be listened to. Their views and their hopes for their child will be central to all decisions made and support that is put in place.

How will the school support a child with SEND?

A lot of planning and care goes into using our staff to ensure children achieve, for them to gain independence, make more progress or to catch up with their peers. Quality First teaching forms the very foundation of this. All classes from class 1 to class 4 have at least one class teacher and teaching assistant support. We deploy teachers and support staff to best meet the needs of all children through small group or 1:1 support. We also have teachers who may deliver structured developing skills work (interventions)

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the curriculum.

We adopt a graduated approach when support children and parents/carers. This is a cycle of assess, plan, do, review. This is how decisions and actions are made and improved to help them to make progress and secure good outcomes.





If progress continues to be limited despite the delivery of high-quality support, we seek more advice from external professionals. This means that further strategies to best meet the specific needs of a pupil can be explored.

For a very small number of pupils, whose needs are significant and complex a request in partnership with parents can be made to conduct an assessment of education, health and care needs through an Education Health and Care plan

How will I be involved in discussions about and planning for my child's education?

Involving parents and learners is central to we do. We do this through:

Action/Event	Who is involved	Frequency
Parent's Evening	All teaching staff	Each term
Informal Parent meetings	Class teacher, SENCO, Head Teacher	As and when needed depending on needs and circumstances
Individual Education plan	Class teacher, parent and child	Every term
Early Help assessment	SENDCO, and internal and external professional supporting the family, parents/carer	EHAT can be raised at any time with permission from the parent, this is then reviewed approximately every 3 months.
EHAT meetings and review meetings		
Parent lesson observations	Teachers delivering specific interventions for parents to observe with the view to provide how to complete at home and also see intervention in place	At least one parent visit per year group with Head Teacher/SENDCO present
Education Health Care Plan Requests for EHCP	SENDCO, Parents and professionals from the Local authority, SEN team	An EHC can be requested by the school in partnership with parents or by a parent at any point of the year, initial meetings are arranged to establish evidence for plan and a formal meeting may include the SEN team to review the draft EHC prior to final EHC document
Assessments by external professionals	SENDCO, Educational Psychologist, Speech and language etc	A referral for external provision and observation can be raised, completed and shared with parents at any point.
School family support	SENCO, Head Teacher, Parent Child	A referral for support can be raised at any point within the year – 6 and 12 week reviews are held, an EHAY is opened and 2 families at a time may receive support

How will parents know how their child is doing?

Attainment will be shared with parents termly through Parents' Evenings. Parents may also find the reading journal a useful tool to communicate to the class teacher alongside the class dojo. Regular meetings are also held with the SENDCO Mrs Karen Mowbray.



Parents are very welcome to arrange an appointment with the class teacher, the SENCO or a member of the senior leadership team at any time, to talk about their child. Please contact the school office who will arrange this appointment for you. The contact number is **01925 763 234**.

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

When a pupil has been identified as having special educational needs the curriculum and the learning environment will be reviewed and adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. The LDST Quality First teaching toolkit will aid in this process. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Examples include:

- Groupings that target specific levels of progress.
- Differentiated resources, activities and teaching styles.
- Appropriate choices of texts and topics to suit the learner.
- Additional adult support.
- Displays that enhance learning.
- Visual timetables
- Individual targets
- Use of specialist resources such as fiddle toys, weighted cushions, writing slopes

All actions taken by the class teacher will be shared with parents.

How will my child be included their provision?

The arrangements for consulting young people with special educational needs about and involving them in, their education. At Glazebury CE Primary we:

Regularly consult children about their next steps and what teachers can do to support them and are given several opportunities to express views via pupil voice interviews, as well as individually to their class teacher. Pupil's views are also included on IEP's when appropriate. The views of parents and children with EHCPs are collected prior to their annual EHCP review.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at :

www.glazebury.eschools.co.uk/website

and includes links to websites and resources that we have found useful. The class teacher or SENCO may also suggest other ways of helping your child's learning.



How will the school evaluate the effectiveness of the SEND provision made for pupils?

We have internal processes for monitoring quality of support and assessment of need. These include:

- Learning walks
- Lesson Observations
- Pupil Progress meetings
- Pupil and Parent views
- Information presented to Governors
- Data collection and analysis
- Book Looks
- Individual Education Plan reviews
- Head Teacher weekly pupil monitoring
- Provision mapping of Interventions
- Budgeting for additional resources/staff where appropriate

Tracking of assessment data is completed at least termly and adaptations to provision made in light of these findings. Pupil progress meetings are held with the Head Teacher and each class teacher (SENDCo when necessary). Progress towards Individual Education Plan targets are monitored by the SENDCo at least termly. Interventions put in place are reviewed to ascertain impact, effectiveness, progress and next steps. Progress and evaluation is reported to the Governor with responsibility for SEND. The annual report to the Governing Body and SEN Information Report posted on the school website.

How are pupils with medical needs supported?

Pupils with more complex medical needs will be provided with an Individual Health and Care Plan. This is completed by the Inclusion and Intervention lead and parents. Parents can be supported by school in this process.

We have designated staff who administer and supervise medications and who complete formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines and the School Medical Policy.

What training do the staff supporting children and young people with SEND undertake?

The SENDCo Mrs Mowbray is a head teacher and qualified teacher, with a Masters in Education for the Teaching of English and may access the specialist accredited SENDCo qualification in the near future.



The SENDCO Mrs Mowbray is the Head Teacher, we are also supported by The LDST Inclusion Lead Mrs Rachel Heathcote who leads the SEND Network for the Trust.

Staff within school have varying levels of experience of supporting children with special educational needs and a variety of health needs. In house training is led by Mrs Mowbray (Head Teacher). Further training will be assessed, reviewed and put into place to support the specific needs of children within Glazebury CE Primary School. A number of staff are paediatric first aid trained, epi pen trained and AED trained (located near the main entrance)

Individual training for staff includes: ADHD, ASD, Code of Practice, Team Teach, Speech and language support, Dyslexia friendly classrooms.

We are committed to developing the ongoing expertise of our staff. We have had training on

- Autistic Spectrum Disorder
- ADHD
- Quality First Teaching Toolkit refresher
- Individual Education Plans refresher
- LDST SENDCO meetings – half termly
- LDST SEND annual support
- The SENCO attends the School Improvement SEND Briefing in March and November, and safeguarding training.
- Epilepsy training
- Mental Health and well-being training
- Dyslexia Training

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

The school receives funding for all pupils and then some further funding to respond to the needs of pupils with SEND. For those pupils with the most complex needs, the school can apply for further funding from the Local Authority called High Needs SEND Funding. SEND funding and expenditure are reported on annually to the Finance Governors.

The school funds the first £6000 of a child's provision, any other funding may only be available for those children with high levels of need. All funding devolved to school is used to fund:

- Suitably qualified adult support
- Quality resources and environments
- Consultants/specialists
- Any adaptations needed to school environment
- Staff development and training



- Outside agencies

Families who are claiming Free School Meals or whose parents are in the Armed Services are also given extra funding. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCO or a member of the Senior Leadership Team.

What other services are provided through school?

We receive specialist support from:

- Speech and Language Therapy Service
- The school Health advisor (School nurses)
- Educational Psychology
- Occupational Therapy
- Sensory support (visual and Hearing)

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>

ADHD Foundation <https://www.adhdfoundation.org.uk/>

Barnardos <https://www.barnardos.org.uk/>

Advanced solutions www.advancedsolutions.co.uk

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

Risk assessments are carried out and procedures are put in place so that all children can take part in all school activities.

Steps taken to ensure that all children with SEND are fully included in our wide range of activities include:

- Consideration of the most appropriate classroom in terms of space and access.
- Adaptions to the classroom, i.e. hand rails, supportive frames, ramps, wide doors (When necessary).
- Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software.
- Referrals to Occupational Therapy or Physiotherapy for advice and support.
- Adapting activities to be inclusive for all. For example, adapting sports day activities etc.
- Additional adult support.



- Pre-visits to establishments to enable full participation in school visits.
- Individual risk assessments/Health Care Plans
- Alternate transport arrangement for visits
- Working closely with outside agencies. For example, with a moving and handling consultant to ensure we have the most appropriate equipment to support children with physical disabilities and are able to handle them in a safe and appropriate way.
- Working with Warrington's Sensory Support service, or Wigan's equivalent services to meet the needs of hearing and visually impaired children.
- All adaptations, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate

What support will there be for children overall well-being? H E A

Pupils are well supported by :

- Targeted support for individual and groups of pupils
- A positive behaviour and anti-bullying policy
- School council
- Anti Bullying Committee
- Pupil voice
- Social skills interventions
- Whole school behaviour policy and system
- School nurse (Advisor)
- Ethos Group
- CAHMS

How accessible is the school environment?

Glazebury CE Primary school is very committed to inclusion and equal opportunities. Our Equality Policy and Plan is available on the website. The following adaptations have been made to the school environment:

- Steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability at the front of school

Our Accessibility Plan (statutory requirement) sets out actions the school has taken to make it fully accessible for everyone.



What is working well?

For our school these have included the following:

- Effective identification of children with additional needs
- Implementation of proven and effective interventions
- Progress made by pupils with SEND
- Parental involvement and communication with parents
- Liaise between staff to support transitions

What needs to develop further?

Our strategic plans for developing and enhancing SEND provision in our school include:

- Continue to embed effective monitoring systems for SEND provision
- Continue to review progress made by children with SEND and vulnerable groups compared to non SEND children
- Monitor the effective impact of structured interventions
- Review and update statutory and non-statutory policies and reports
- To improve the quality of support for the families of children with SEND

How will the school prepare/support my child when joining or transferring to a new school?

Transition to the next school:

- Support from outside agencies.
- Accompanied visits to other providers may be arranged.
- For children transferring to local schools, the SENCOs of both schools will make contact and/or meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCO
- The Head Teacher



- For complaints, please contact the School Governor with responsibility for SEND, Mr James Towey/Mrs Stuart Roberts Tighe. They can be contacted via the school office.

Please see the Complements and Complaints Policy in the policies section of our website, or available from the school office.

Support services for parents of pupils with SEND include:

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

Relevant school policies and plans underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Inclusion and Intervention Action Plan
- The Local Offer
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

References:

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

- <http://preview.tinyurl.com/nenth62> **Supporting pupils at school with medical conditions** Sept 2014.
- <http://preview.tinyurl.com/nrv8wxy>
- SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)

Local offer links for both Warrington and Wigan

<http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page>



<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

SEND Acronyms...what do they mean?

ADD: Attention Deficit Disorder

ADHS: Attention Deficit Hyperactivity Disorder

ASD: Autism Spectrum Disorder

BOSS: Behaviour Outreach Support Service

CAMHS: Child and Adolescent Mental Health Services

CCG: Clinical Commissioning Groups

ECLIPS: Extended Communication & Language Impairment Provision for Students

EHC: Education, Health & Care

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

ESCO: Early Support Care Co-ordination

EWO: Education Welfare Officer

HI: Hearing Impairment

IEP: Individual Education Plan

LA: Local Authority

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OT: Occupational Therapy/Therapist

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SEN: Special Educational Needs

SEND Special Educational Needs and Disabilities

SENDCo: Special Educational Needs & Disabilities Co-ordinator

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

STAPS: Specialist Teacher and Psychology Service

STT: Specialist Teaching Team

TA: Teaching Assistant

WTT: Working Together Team (outreach)

VI: Visual Impairment