



## Our Local Offer for Special Educational Needs and/or Disability

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# Our Local Offer for Special Educational Needs and/or Disability

## Information Report Regulations

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### How we identify and assess needs

#### How will you know if my child or young person needs extra help? *(IRR)*

At Glascote Academy, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways.

We know when a child needs help if:

- ❖ Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress.
- ❖ Concerns are raised by parents/carers, teachers, or the child's previous school / nursery setting about the child's behaviour, difficulties in learning and/or a physical problem that may impact on the pupils learning.
- ❖ There is little to no progress in Reading, Writing or Maths.
- ❖ Test scores that are below 'age expected' or equivalent (ed. Standardised scores or percentile rankings) alongside concerns raised in class during day to day teaching and learning.
- ❖ There is a change in the child's behaviour.
- ❖ Liaison with external agencies.
- ❖ A child asks for help because of continuing difficulties in class with learning.
- ❖ Children with an EHCP (Education Health Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

If teachers have specific concerns about a child, they contact the SENDCo, Mrs Becky Nicholson, for support. Checklists and screeners may be carried out at this point. If parents have concerns about a child, they can arrange a meeting with the class teacher to discuss these, and referrals and a meeting with the SENDCo, Mrs Becky Nicholson, can be made if necessary.

*As a Trust we have an identification process:*

How we identify and assess needs

**Trust SEND Identification Process**

1. **Initial concerns raised** – Teacher, parent, child or other professional raises an initial concern.  
**Refer to SEND Code of practice definition above.**
  - **Parents can raise an initial concern** – through discussion with teacher, SENDCO or other member of school staff or through completion of concern form shared on school website. *School log parent concerns on [Edukey/ Arbor](#).*
  - **Teaching staff raise concerns** – as part of Pupil Progress meeting or discussions with SENDCO. Initial concerns logged through agreed school system (include a summary of need and what current support/ adaptations are in place.)
2. **Check Quality First teaching is in place.** Use [Fierte Wave 1 Toolkit.docx](#) to identify adaptations to be put in place in class. SENDCO / Inclusion Team -complete observation of child and review quality first teaching/ support in class.
3. **Complete range of observations/ discussions and assessment. These could include:**
  - Conversation with parents/ carers
  - Pupil conference
  - Observations
  - Review academic information
  - Review attendance/ behaviour records
  - Use of inhouse assessments e.g. Salford reading assessment
  - External assessments/ referral e.g. EP, SALT, CAHMS
4. **Review following 6/8 weeks of provision.** Is there still a concern?  
Do the outcomes of investigation indicate a need for provision that is 'additional to and/ or different from that' of peers? **If No – Add child onto SEN monitoring register.** This will include: date of concern raised, area of need and agreed actions
5. **If yes - Child is added to the SEND Register**

**A graduated approach to identifying and supporting children with SEND: Quality First Teaching**

- (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

**How we identify and assess needs**

- (e) Through (b) and (d) it can be determined which level of provision the child will need going forward in their learning. All provision will be recorded on Edukey. This will link to very specific targets based on all assessments in the graduated response process.
- (f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. This will be recorded on meeting notes within Edukey. It is vital to ensure that all elements of the graduated response is recorded on Edukey, either through the child's plan or within the meeting log.
- (g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- (h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the schools SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
  - (i) Parent's evenings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

**What should I do if I think my child or young person needs extra help?**

Glascote Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We have an open door policy for parents and carers. The school welcomes feedback from parents and we very much pride ourselves on an 'open-door' policy.

Parents are kept up to date with their child's progress through parent's evenings, provision mapping, multi-agency meetings, and reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

**How we identify and assess needs**

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

Criteria for an EHCP

\*The child has followed the graduated response for at least 2 terms

\*Outside agency involvement such as Education Psychologists, Autism Outreach Team, Community Paediatrics, CYPAS, MHST, CAMHS, Speech and Language, OT

\*Learning is not making expected progress and the child is working significantly below the expected standard.

\*School is providing at least 10 hours of support or provisions that amounts to more than £6000

**Where can I find the setting/school's SEND policy and other related documents? (IRR)**

All school policies relating to SEND can be found here; <https://publicpolicies.fiertportal.org/?l=Glascote> Some of these policies are specific to the school and some are Trust Wide policies.

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

All teachers at Glascote Academy are teachers of SEND. Teachers plan and use a range of differentiation strategies within their lessons from children's levels, differentiating work to closely match children's ability and learning needs. Teachers plan for different learning styles within their lessons. When a child has been identified with special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

Teachers confidently make adjustments to their lessons, such as using coloured paper and overlays for reading, using talking tins for writing lessons and practical apparatus such as bead strings for maths support. These strategies are embedded within the teacher's daily practice. Teachers also differentiate the pitch of their lessons for SEND children by using Learning Plan targets and tracking back through previous year groups for objectives.

Our holistic approach to teaching ensures that children have the opportunity to learn through a broad and varied range of approaches. This includes half termly outdoor weeks where learning is carried out in the farm and forest areas. Children are taught key life skills and can showcase their learning through different approaches and mediums.

A learning support assistant may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.

Additional Learning Support at Glascote Academy may consist of:-

- Adult support within lessons
- Small group or 1:1 intervention on a specific subject
- Pre or post teaching by an adult to introduce or revisit challenging learning areas
- Outside agencies offering advice or support
- Specialist equipment may be given to the child e.g. reading rulers, writing slopes, pen/pencils grips or easy to use scissors
- Specific intervention programs delivered (eg. Precision Teaching, NELI Speech and Language, Tutoring, Hope Project)

Modified teaching approaches may consist of:-

- Adapted planning, resources, work and marking
- Adult support in specific lessons
- Small group or 1:1 intervention in or out of the classroom.

## Teaching, Learning and Support

### Learning Plans

Each child's SEND Learning Plan targets will be drawn up by the class teacher with support from the SENDCo. It will be differentiated accordingly to suit the child's individual needs, setting personalised targets. This is completed through a 'child-centred' approach; involving the pupil in all aspects of target setting and evaluation. Support provisions will vary depending upon the needs of the child. This may include additional general support by the teacher or learning support in class or use of particular resources (e.g. a writing slope.). A copy of the targets will be shared with parents. Child friendly targets will also be made available for Key Stage Two children from September so they have ownership of their progress.

If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the child may be placed in a small intervention group. Intervention takes place outside of core teaching time, these children are identified half termly. This will usually be run by our learning support assistants. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCo.

Pupil Progress Meetings are held every term. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally, a child may need more expert support from an outside agency such as SENSS, the Community Paediatrician, Speech Therapists, CAMHS, and Autism Outreach Team etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

If your child has an EHCP, we ensure that children's learning is personalised and bespoke to their needs that are reflected in the EHCP. These are then reviewed when it is deemed appropriate (usually annually) and through regular meetings with the SENDCo and class teacher. We create short term as well as long term targets to ensure that your child's learning is carefully and precisely matched to need, also documenting the provision and support that is in place. In some instances the child will have a one to one support, but this is not always guaranteed with an EHCP.

All support given to the children on the SEND register is individualised depending on your child's needs and will be discussed with parents by the class teacher and SENDCo.

## Teaching, Learning and Support

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

- Individual children will receive access to the curriculum according to individual needs.
- Learning within the classroom is planned and differentiated to ensure that all children can access learning according to their needs. The class teacher is supported by the SENDCo in differentiating and delivering appropriately challenging work. Adaptations happen in all classes to make the curriculum accessible to all learners. This may happen through individual needs and targets being considered when the teacher is planning; adult support is planned for by the teacher to support specific needs; tailored resources; displays within classrooms to aid as prompts; visual timetables in all classrooms and specific 'now and next' boards for children who require extra structure.
- Children with SEND have access to tailored resources to encourage independence and enhance learning.
- Staff will be kept informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- The SENDCo reports to the Head Teacher, Governors and Executive Leadership Team of the Trust regularly to inform them about the progress of children with SEND and how resources are being used. Information shared will never name individual children in order to maintain confidentiality.
- Regular training and learning opportunities for will be given to all staff on the subject of SEND. School staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- The governors and SLT agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children will receive the support they need in order to make progress. This will include resourcing appropriate equipment, facilities and resources.

Our holistic approach to teaching ensures that children have the opportunity to learn through a broad and varied range of approaches. This includes half termly outdoor weeks where learning is carried out in the farm and forest areas. Children are taught key life skills and can showcase their learning through different approaches and mediums.

Your child's class teacher will oversee the day to day education of your child, closely supported and monitored by the SENDCo and head teacher. We will of course work closely with parents and carers to ensure that their children's needs are addressed and tailored to.

## Teaching, Learning and Support

Reasonable adjustments will be discussed with parents / carers and we will work in partnership to enable SEND pupils to feel confident and able to access exam materials. This will also be practised beforehand to ensure pupils feel comfortable and at ease. The school will follow the Standards and Testing Agency guidance closely.

### How resources are allocated to meet children or young people's needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist). Funding may be used to buy in specialist support or resources.

Extra funding can be applied for with sufficient evidence. This can be through EADPR.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

To identify the level of support required for a child with SEND, the class teacher and SENDCo work closely together in discussion with the parent / carer and child. The level or type of support your child will receive will be matched specifically to individual needs. The decision will be made through triangulating three areas;

- Observations (internally with the SENDCo or externally through outside agencies)
- Assessment of progress through pupil progress meetings and termly data
- Discussion with parents or carers.

If outside agencies are involved, then their expertise and knowledge will be drawn upon in order to secure the best outcomes for your child. The recommendations will form part of your child's Individual Learning Plan and will follow the Assess, Plan, Do, Review model. All of which is tracked on our internal school software, EduKey.

Depending on progress made, it may be appropriate to refer to the SEND Tamworth Hub where a panel of professionals (SENDCo's, outside agencies and Specialist teachers from alternative / specialist provisions) meet to discuss individual children, share barriers to learning and offer advice and support for next steps.

## Teaching, Learning and Support

If further support is required for a child on the SEND register and outside agencies are already involved, it may be decided that an EHC needs assessment is required. This can only be done after two cycles of the Graduated Response have been followed, evidence gathered and outside agency support has been sought. This will be applied for by the school SENDCo in consultation with parents / carers and the child. If the EHCP application is successful, targets will be set by the Local Authority. The targets will then be discussed and actioned again with parents / carers and child and then implemented appropriately.

Each step of support or action will be shared and decided with parents and carers as parental involvement is paramount in all decision making. This allows all parties to be fully engaged in each step of the process to ensure the right provision is being made for the child.

### **How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

A range of resources are available within school for children to access within their classrooms. These may include modified books, ICT equipment, Reading Rulers etc). However, if we feel that more tailored resources, equipment or facilities are required then this will be discussed with the SLT (Senior Leadership Team). There are a range of funding streams that the school can access and applied for, usually by the SENDCo. These include EADPR funding, EHCP designated hours or through the Tamworth SEND Hub.

Adult support is a key resource that our SEND pupils can have. Because of this, we ensure that our teachers and TA's have up to date and relevant training so that they can support specific needs.

### **How will you and I know how my child or young person is doing? (IRR)**

Class teachers are responsible for providing quality first teaching and ensure that effective provision is put in place and so they remove barriers to learning. The SENDCo and the SLT oversee the progress of all children, including those with SEND.

The support provided consists of a four-part process as a graduated response:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess**

## Teaching, Learning and Support

This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupils' views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools' information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date from review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought. If we feel that it is appropriate, outside agencies may be referred to or consulted.

### Do

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. They will work closely with the teaching assistant and or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupils' progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

**How will you help me to support their learning? (IRR)**

### Teaching, Learning and Support

- The class teacher may suggest additional ways of supporting your child's learning at parents' evenings, review meetings or by arranging a meeting with you.
- Mrs Becky Nicholson, SENDCo may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the termly review meeting.
- Mrs Becky Nicholson, SENDCo may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parents are welcomed to always seek advice from the school and we are happy to support / signpost to necessary services or provide individual support where appropriate.

### How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

SEND children who have personalised targets on their Learning Plans and discuss these with class teacher regularly. They are 'live' targets which can be adapted or adjusted when they have been met or if they are too challenging. The targets set are always SMART (specific, measurable, attainable, relevant and time-based) and progress is discussed with the child when they are reviewed (age appropriate). There is always a regular 'dialogue' between teacher and pupil as this ensures that the child feels part of their journey.

If your child has an EHCP, their views are sought as part of the annual review process, sharing positives and next steps.

All of the children are provided with the opportunity to be voted into the school council, House leaders and student voice.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

SEND children's outcomes are measured using software called Edukey. This software effectively tracks all of the provisions and plans in place. These are reviewed termly as part of the Assess, Plan, Do, Review process and shared with parents and SEND children. The targets are then evaluated, and next steps are given, with the input of outside agencies when appropriate. Class teachers meet with the SENDCo termly as part of this process to ensure that the targets are having an impact and the children are progressing.

As we work so closely with our SEND parents, we actively encourage parents to feedback on a regular basis. We also send questionnaires to parents after interventions have taken place to ensure we have a clear overview of its effectiveness.

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## Keeping students safe and supporting their wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

If a child requires support entering the school environment, staff will intervene at this point. If this is a particular trigger for a child, a designated TA will use a 'meet and greet' system, checking in with the child from the offset.

During unstructured times, a buddy system is used to encourage peer interaction and establish social skills. Emotion Coaching, which is used in all of our classrooms and is part of our behaviour policy, is mirrored on the playground by dinner time staff. There is a 'Regulation Station' (the same as in their classrooms) on the playground that can be accessed by the children if they feel overwhelmed or need to calm down and regulate their emotions. If they are unable to self-regulate their emotions, they will then co-regulate with a member of the dinner time staff. If we feel that a child cannot cope with the outside environment, adaptations will be made and provision will be put in place in order to support them.

Depending on the targets set on your child's EHCP or SEND needs, extra support may be needed during unstructured times, this will be dependent on the hours of support stated.

We try to ensure every child can access all of the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required additional staff will be included on the trip. In some medical cases we will invite parents to support their child on trips.

If your child is unable to or does not understand how to keep themselves or others safe, an individualised risk assessment will be written. This will be updated on a needs driven basis and parents will be consulted of any changes.

### What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

We offer 1:1 HOPE (Helping Our Pupils Emotions) sessions, which is a listening service for children. During the HOPE sessions, children have an opportunity to discuss their SEMH needs through a range of different activities, such as, therapeutic play, emotional literacy and emotion coaching. As part of the HOPE sessions, we offer a wide range of support. This includes working with siblings if necessary. We also have nurture groups that take place in our outdoor areas (the farm and forest), where children can develop their social skills.

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### **Keeping students safe and supporting their wellbeing**

Throughout the PSHE curriculum, we encourage and measure the development of self-esteem and confidence. This is also embedded through our whole school ethos and approach to well-being.

Children are also given the opportunity to be part of Nurture groups which take place on the farm and in the forest area. These are led by our Forest School Lead Teacher and activities are planned on a bespoke basis to support the SEMH needs of the children.

As a school we have been awarded the Staffordshire Trauma Informed and Attachment Aware Award as all of our staff are trained in Emotion Coaching and Trauma and Attachment.

### **How will you manage my child or young person's medicine or personal care needs?**

Parents must contact the school office if prescribed medication is recommended by healthcare professionals and need to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. This will then be recorded on our school system, Integris. A form must also be completed by the parent and medicines handed into and collected from the school office.

If your child has a medical need that requires a large amount of assistance, your child will have an Individual Health Care Plan that will be reviewed annually or when medication / needs change. This is created in partnership with parents, school staff and medical professionals. These are shared with all staff who have contact with the child.

In case of a medical emergency, the Health Care Plan would be followed or 999 called depending on the severity of the incident.

Staff have regular training and updates on conditions and medication types provided by medical professionals.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

There are Behaviour and Exclusion Policies available on the school website, these can be accessed **here** at any time. If a child has significant or challenging behaviour difficulties, an individual risk assessment and positive behaviour contract is written alongside the child to identify triggers or specific issues, share positives and next steps and set achievable targets. These are done in partnership with the child so it does not feel like a 'done to' exercise but a shared and cohesive plan to move forward. As a school, we work closely with outside agencies to ensure the right support is sought.

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### **Keeping students safe and supporting their wellbeing**

We pride ourselves on working extremely closely with our families and will offer support in whatever we can, whether that be directly or by signposting to specialist services.

### **How do you support children who are looked after by the local authority and have SEND?**

As a school, we work closely with the Virtual School who work with Looked After Children (LAC). As part of this process, we attend PEP meetings for LAC and seek professional advice including Social Services when working with these children.

We understand that these children may have had a very difficult time and therefore it is essential that they have the best possible opportunities matched to their individual needs.

The SENDCo at Glasgote Academy is also the designated lead teacher for LAC, this ensures consistency for LAC and for LAC with SEND.

## **Working Together**

### **Who is involved in my child's education?**

The SENDCO is Becky Nicholson

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND Governor**

- The SEN governor will:
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school

## Working Together

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring all follow SEND policies.

### What expertise do you have in relation to SEND? *(IRR)*

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All staff has received training related to SEND. These have included sessions on:

Early Years Language training – All Staff

Speech and Language training – All Staff

Speech and Language – Foundation staff

NELI training course – CC, SF

Autism Training – All Staff

Annual SEND Training (Waves of Intervention) – All Staff

Behaviour Management – All Staff

Dyslexia Friendly spelling strategies – All staff

Dyslexia training – All Staff

Refresher Dyslexia Friendly training – All Staff

Precision teaching - All TAs and Teachers

## Working Together

Behaviour and attendance – All Staff

Behaviour Strategies – All Staff

CAMHS training – All Staff

Bereavement Awareness – Becky Nicholson

Mental Health and Well-Being – All Staff

Emotion Coaching – All Staff

Anti-bullying pledge – All Staff

Spelling and Phonics – All Staff

KCSIE – All staff

Staffordshire Trauma Informed and Attachment Aware Award – Whole School

Senior Mental Health Lead – Becky Nicholson

Adaptive Teaching – Becky Nicholson

HOPE emotion coaching lead – Becky Nicholson

NASENCO – Becky Nicholson

Autism Inclusion Training – All staff

We audit staff training regularly and look at what gaps staff have to help plan staff training.

The SENDCo attends relevant SEND courses and conferences, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)***

We have established excellent relationships with external agencies and work extremely closely with them to support all of our SEND pupils.

The agencies used by the school include:

## Working Together

- Autism Outreach Team
- Educational Psychologist
- Behaviour Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Child and Young Persons Autism Service
- PDSS
- Flash Ley Centre (Physical & Sensory Service) to support children with hearing/visual Impairment
- Local Support Team
- EWO (Educational Welfare Officers)
- Malachi – Family support service
- Speech & Language
- Occupational Therapy
- Paediatrician
- School Nurse
- Social Services

An Educational Psychologist is allocated to our school. She would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward. Our allocated Educational Psychologist is Linsey Share.

### Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

You are more than welcome to contact the school office on 01827 213 210 to arrange a meeting with the class teacher and if necessary, the SENDCo and/or head teacher.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

## Working Together

*Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support*

Becky Nicholson  
01827 213 210  
[office@glascote.org](mailto:office@glascote.org)

We very much encourage parents to call us to discuss their children. As mentioned previously, we pride ourselves on our close connections with families and the community.

## What roles do your governors have? And what does the SEN governor do?

*Note: must include information around looked after children*

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Will have a termly update on LAC and what provision is in place, using data to monitor and track progress.

## How will my child or young person be supported to have a voice in the setting, school or college? **(IRR)**

Pupil voice is paramount in all that we do and this is captured in a variety of ways. These include through subject leader monitoring, class teacher discussions, school council or through reviews with the SENDCo. We have high aspirations for all of our pupils and we encourage our children to always be the best they can be. A child centred approach encourages self-confidence and self-esteem; these are key and are promoted in all that we do.

If your child has an EHCP, their views will be gathered as part of the formal annual review process but also termly as part of the Learning Plan review.

If your child has SEND, then child will be able to share their views as part of the graduated response. We listen to all of our pupils views carefully and considerately and will use their thoughts and wishes to formulate new targets.

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## Working Together

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

If a vacancy for a Parent Governor becomes available, information will be sent to all parents. Guidance provided by the school should then be followed in order to apply for the vacancy. The school office will be more than happy to answer any questions.

The parents of SEND children are invited into school termly in order meet with both class teachers and SENDCo as part of parents evening.

### **What help and support is available for my family through the setting? *(IRR)***

Support will always be provided in a timely, sensitive and caring manner. Parents can contact the office to arrange a meeting for support to be given. We can also refer to outside services called Malachi who offer early intervention for family support both in the family home and at school, or to the Early Help Team for more intensive support. Working together is crucial to ensure the children are getting a consistent message and understand what is happening at home is being mirrored at school.

## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We try to ensure every child can access all of the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required additional staff will be included on the trip. In some medical cases, we will invite parents to support their child on trips.

SEND children are able to access Breakfast Club before school. When after school clubs are offered, we aim for all clubs to be inclusive and may provide extra staff in order to support this.

All children in our school are part of our 'Glascote Family' and will be included in all aspects of school life.

### How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

**Inclusion & Accessibility**

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes   
No

Details (if required)

Are disabled toilet facilities available? Yes   
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes

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## Inclusion & Accessibility

No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

N/A

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## Joining and moving on

### Who should I contact about my child or young person joining your setting? *(IRR)*

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

The admission policy for our school can be found on our website. Please follow this link. <https://www.glascote.org/page/?title=Admissions&pid=69>

### How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*

Each year we offer open days for new intake parents to come and see our school. You will then have the opportunity to attend a welcome meeting with class teacher, teaching assistants, head teacher and SENDCo.

If it is a mid-year transition for the child, we welcome you to call the school office to arrange a walk around of the school and to talk to the SENDCo.

## Joining and moving on

**How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)**

Glascote Academy understands what a stressful time moving schools can be therefore strategies are in place to enable the child's transition to be as smooth as possible.

These include:

### **On entry: -**

- A planned programme of visits in the summer term for children starting in September including, visits with pre-school staff to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation Stage teachers visit all children in their pre-school setting. Where concerns are raised Mrs Becky Nicholson, SENDCo will visit and attend transition meetings at the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as starting part time if necessary.

### **Transition through the school: -**

- Visits to their new class in the summer term
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

### **Secondary transition: -**

- Secondary school staff visits children prior to them joining their new school.
- Mrs Becky Nicholson, SENDCo meets the SENDCo's from the secondary schools to pass on information regarding SEND children. Secondary schools will also send extra information for SEND children, e.g. coloured timetable blanks and plans of the school.
- Mrs Becky Nicholson, SENDCo can arrange an extra visit for those SEND children who need/want one prior to transition days.
- Children attend transition day's particular to the school they are going to.

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### Joining and moving on

- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Enterprise days at the secondary school and drama workshops delivered by secondary staff at either the secondary school or at Glascote Academy, maths and English activities are also included in the transition process)

### Mid-year transition

Our induction for children arriving mid-year includes: -

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- Contact the previous school for the child's records. The previous schools SENDCo may be contacted for information regarding the child.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- *Who can I contact for further information and how? (SENDIASS etc.)*

The Staffordshire Local Offer provides a wealth of resources and support which families can readily access. Please follow the link below.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

This will allow parents to access support and seek advice through an online portal. It is a free service and supports parents of children with SEND.

#### When was the above information updated, and when will it be reviewed?

*Must be updated annually – please provide date of latest update*

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**Additional Information**

This information was updated June 2025 and will be reviewed in Summer 2026.

**Where can I find Staffordshire's Local Offer? (IRR)**

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

**What can I do if I am not happy with a decision or what is happening? (IRR)**

The schools complaints policy can be found here; <https://publicpolicies.fierteportal.org/?l=Glasgote&query=Complaints+Policy>

**Type of Setting (tick all that apply)**

- |   |  |                                      |   |                                  |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input type="checkbox"/> Early Years                  | <input checked="" type="checkbox"/> Primary  | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                   | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

**DFE Number**

8602373

**District**

- |                                    |                                    |   |  |
|------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Cannock   | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input checked="" type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

**Specific Age range**

4 - 11

**Number of places**

282

**Which types of special educational need do you cater for? (IRR)**

**Additional Information**

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                       |   |

**Other specialist support/equipment:**

- Specialist technology

**Comment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Rebound trampoline                    | <input type="checkbox"/> Hydrotherapy     |
| <input type="checkbox"/> Accessible swimming pool              | <input type="checkbox"/> Medical          |
| <input type="checkbox"/> Outreach and family support           | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop     |
| <input type="checkbox"/> Sensory room/garden                   |   |