

# SEN INFORMATION REPORT



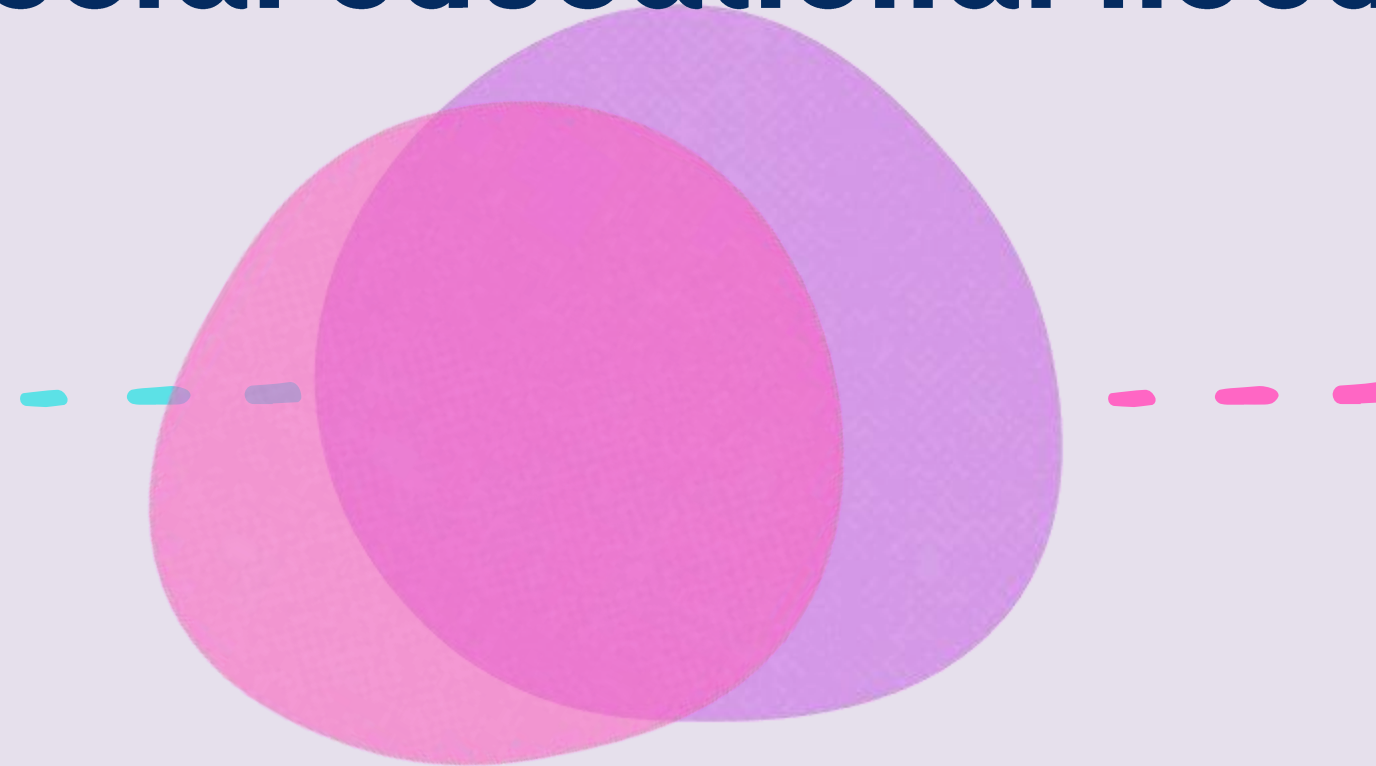
WE ARE PROUD TO TELL YOU  
ABOUT HOW WE SUPPORT  
CHILDREN WITH ADDITIONAL  
NEEDS IN OUR SCHOOL

# Who can I talk to about my child's special educational needs?



## **My child's Class Teacher:**

They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need. They should be the first person you speak to about any concerns.



## **SENDCo:**

Jo Lawrence is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.  
[j.lawrence@consortiumtrust.org.uk](mailto:j.lawrence@consortiumtrust.org.uk)



## **Academy Head and SENDCo:**

Please speak to Emma Davies if you cannot meet the class teacher or Jo Lawrence for any reason.

[e.davies@consortiumtrust.org.uk](mailto:e.davies@consortiumtrust.org.uk)

**The SEND Trustee:** The Trust has a SEND Trustee who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with central team and school staff.

# How do teachers at my child's school identify and assess pupils with SEND?



We gather information from parents/carers, from teachers, from pupils, and from other agencies such as medical professionals or therapists.



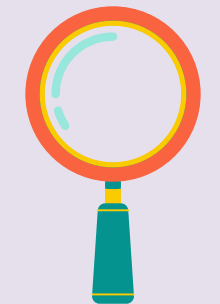
We use various standardised assessments to monitor your child's progress in school.



We use the 7C's assessment and intervention toolkit to help us set targets for your child.



We observe children and use our professional knowledge and experience to see what support they might need.

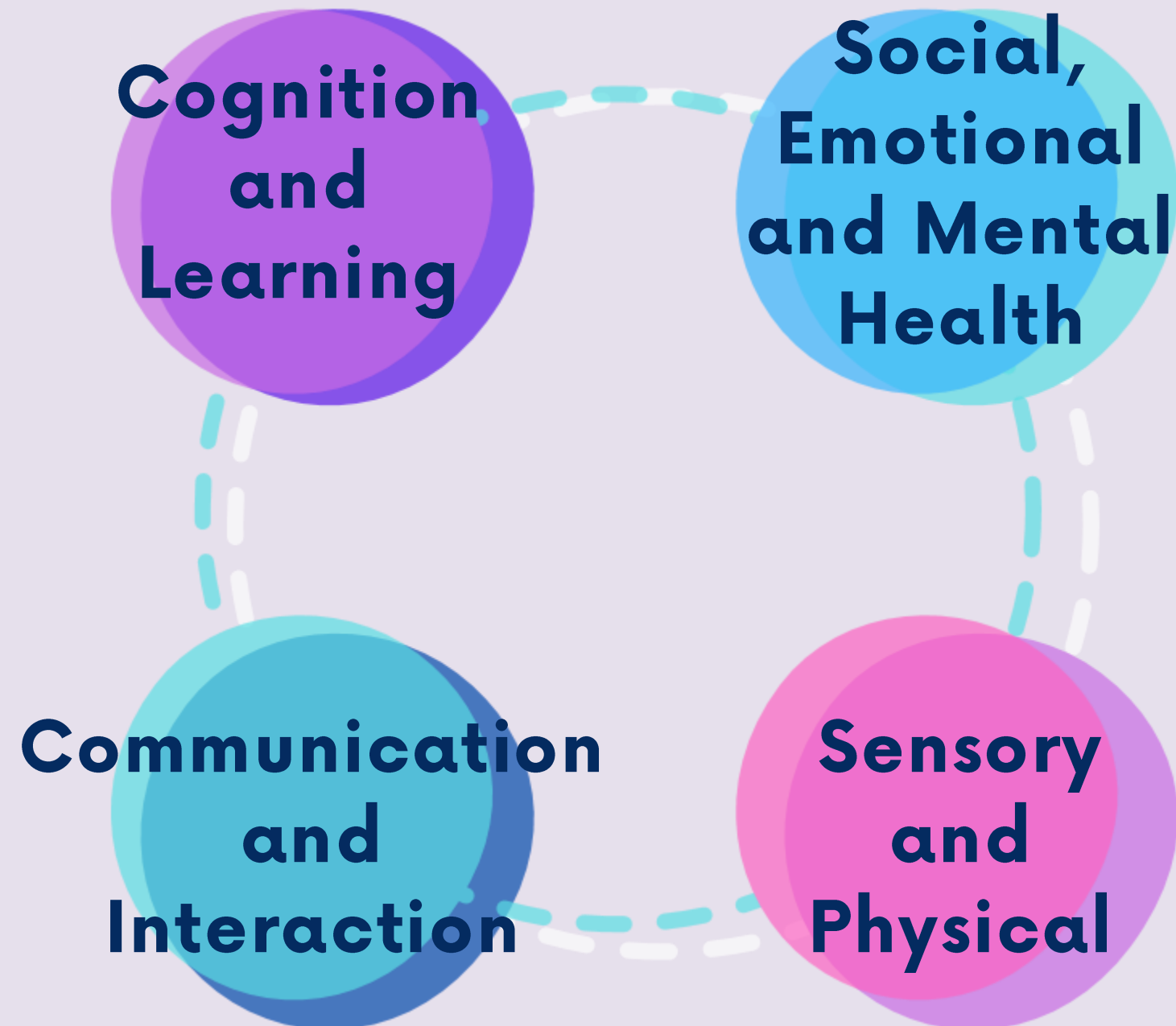


We refer children to other agencies for further assessment where needed, in consultation with parents/carers.



# What kinds of SEND are provided for at my child's school?

There are four main broad areas of SEND:



Every child's needs are considered on an individual basis at our school. Our school is experienced in supporting children with a range of needs including ADHD, autism, dyslexia or learning difficulties, motor difficulties, sensory needs, speech and language or communication difficulties. Glebeland Primary School is committed to inclusive learning and wellbeing for all our pupils.

# How does the school communicate with the parents/ carers of children with SEND?

- Autumn and Spring term parents' meetings
- End of year report
- Website
- Review meetings or consultation meetings
- Meetings with outside agencies
- School Facebook and Instagram pages
- Class Dojo
- E-mails
- Newsletters
- Appointments with staff
- Reading logs
- LearningPi



# How do staff communicate with the children who have SEND?



**Visual resources  
in classrooms to  
support targets**

**Dojo points and  
awards in  
school**

**Pupil  
Parliament**

**Children are  
involved in  
setting and  
reviewing their  
targets**

**Time to speak  
and adults  
listen carefully**



# How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?

**Glebeland Primary School offers a unique curriculum which includes:**



**Formal  
Learning**



**Informal  
Learning**



**Personalised  
Learning**



**Extended  
School  
activities**

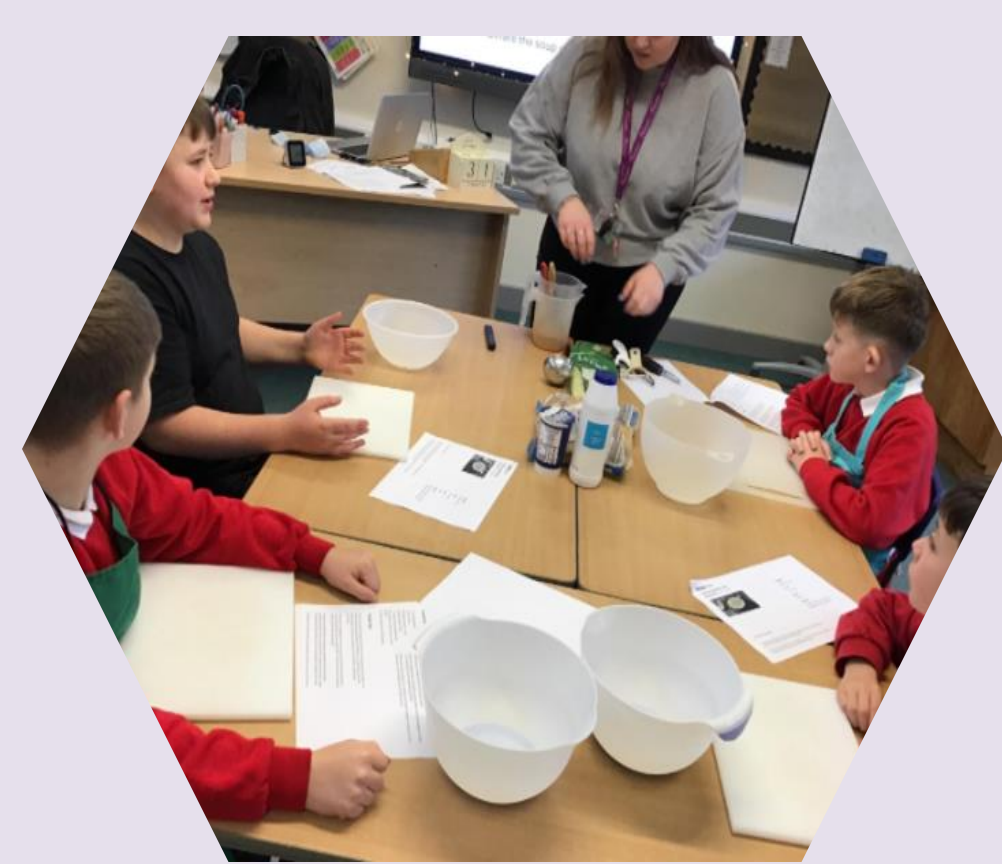
**SENDCo makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning**

**Personalised Support Plans with regular review (at least termly). We currently use 7Cs learning plans.**



**Opportunities for very small group and individual support**

**Lessons and learning spaces are adapted to take account of individual needs**



# What are the different types of support available at Glebeland Primary School?



All children receive quality first classroom teaching from highly motivated and enthusiastic teachers



Scaffolded and adapted work provided by the class teacher. Visual and concrete resources are often provided



Intervention and support groups run inside and outside the classroom



Individual support inside and outside the classroom



Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers

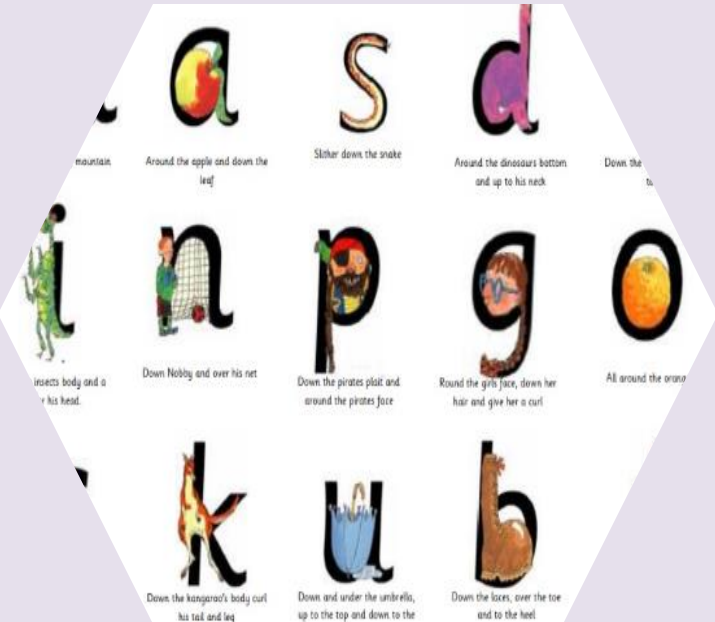


Trained and experienced teaching assistants provide a range of supports such as literacy interventions, pastoral support or behaviour support



Adapted curriculum and sensory activities for children not able to access age specific learning

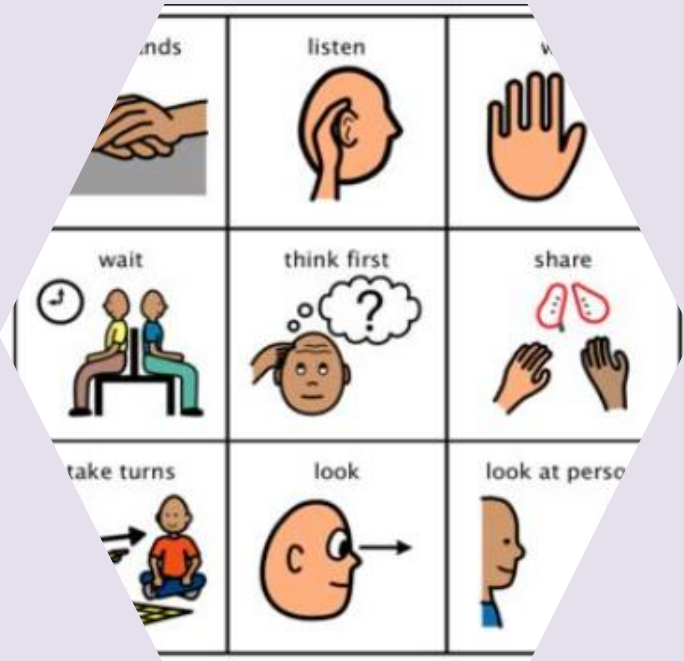
# These are some of the interventions that are used at Glebeland Primary School.



**Phonics**



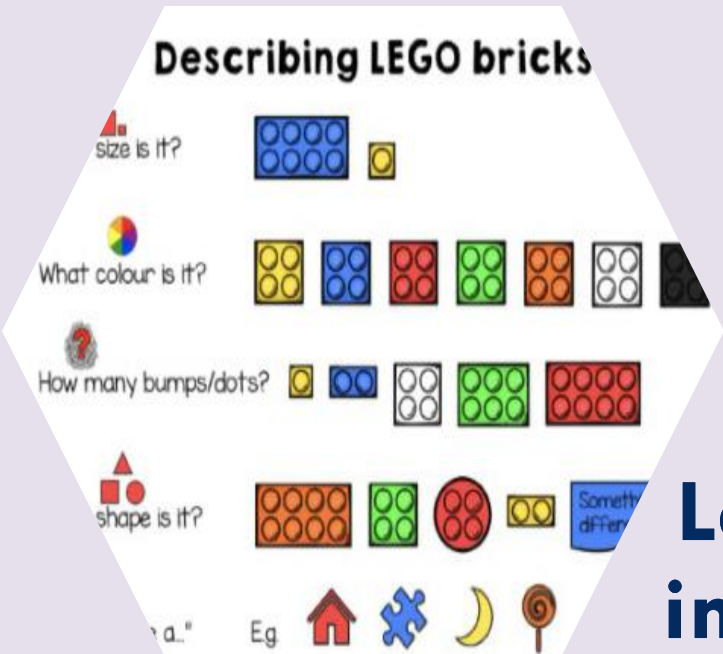
**Pastoral support**



**Speech and Language**



**Attention Autism**



**Lego based intervention**

# HOW IS EXTRA SUPPORT ALLOCATED TO PUPILS?

Decisions are based on the needs of the pupils and provision identified in EHCPs. The Academy Head, SENDCo and class teacher agree what resources, training and support is needed. This is reviewed regularly, and changes made as needed.

High Needs Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support.

Support might include intervention groups, or individual support in or outside of the classroom.



# How does the school evaluate the effectiveness of provision for pupils with SEND?



Termly review of all pupils with SEND with the Academy Head, class teacher and SENDCo alongside discussion with parents/carers

Pre- and post-intervention data including use of specialist tools such as 7Cs, Engagement Model & Wellcomm

Monitoring in the classroom through lesson observations, learning walks, and book scrutiny. Pupil progress meetings with teachers



# How accessible is the environment at Glebeland Primary School?



**The school is a single storey extended Victorian building with no steps.**



**Our playing field and outdoor learning spaces are a benefit to our school.**



**We have wide corridors and doors. We are a small school with limited space to store equipment. We have accessible changing and toilet facilities.**

# What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk and Norfolk:



# What is the expertise of the staff and what training is provided at my child's school?

Qualified Teacher Status for all teachers except trainees

Jo Lawrence and Emma Davies are SENDCOs with National Award for SEN Coordination.

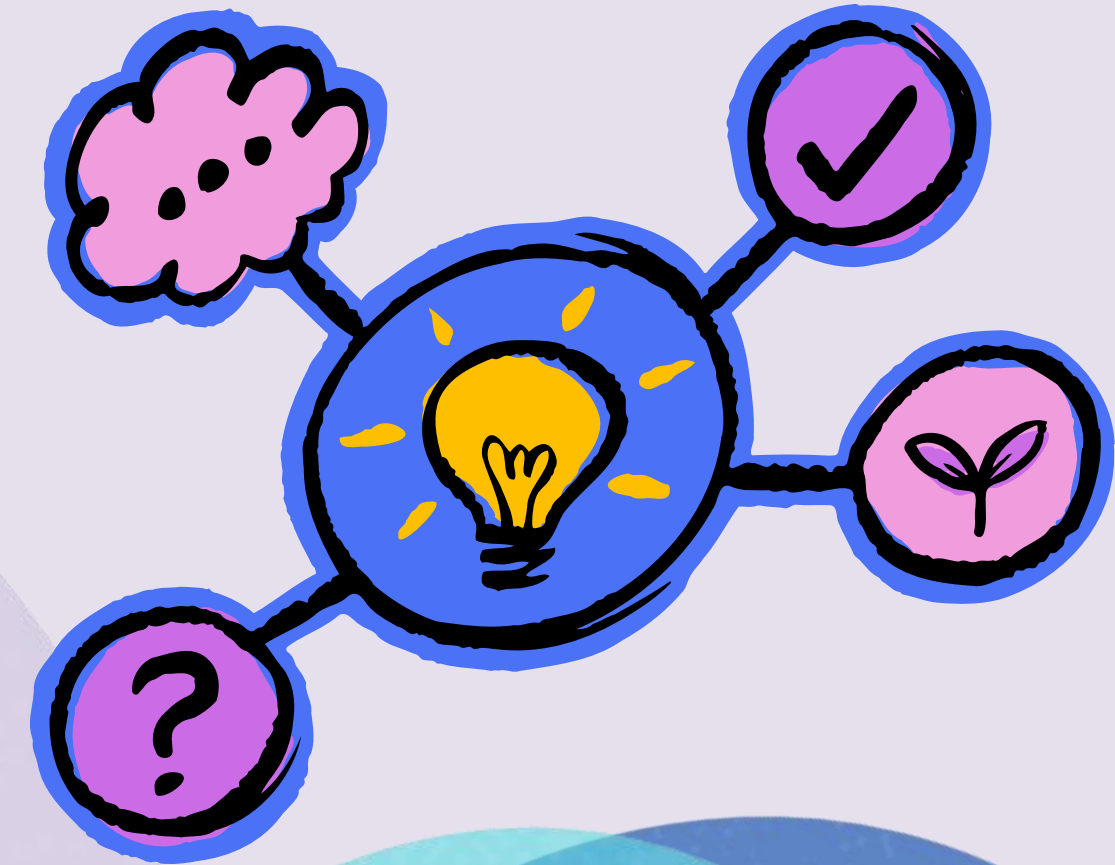
First Aiders and access within Consortium Trust to Mental Health First Aiders, Mental Health Champion

Safeguarding training

Trained Teaching Assistants/Higher Level Teaching Assistants

School Safe Training/Behaviour Management/Manual Handling

On-going CPD for all staff



# How is transition into and out of my child's school arranged?

Meetings are held with parents/carers, previous schools and settings to plan an individual transition for children

We work closely with your child's high school to support transition

Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

A range of transition activities can be arranged including taster days. Children with SEND can have extra days as needed



# Who, outside of school, can I turn to for advice and support if I am not happy?

**We really want to work with families to make sure you and your children are happy and successful in our school. We are always here to listen. Please come and talk to us if you have any concerns.**

**Our complaints policy is on the school's website.**

**The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.**

**SENDIASS in Suffolk <https://www.suffolksendiass.co.uk/>**

**SENDIASS in Norfolk <http://www.norfolksendpartnershiass.org.uk/>**

**In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>**

**All schools and Suffolk County Council or Norfolk County Council have complaints procedures which are followed.**

## More Information



Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the Consortium Trust website.

You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.

For information about Suffolk's Local Offer visit [www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)



For information about Norfolk's Local Offer visit <https://www.norfolk.gov.uk/SEND>



This SEND Information Report was reviewed in February 2025 and will be reviewed annually.

We value your feedback so please contact the Academy Head or SENDCo if you have any comments on this SEND Information Report.