

# **SEND Impact statement Glebe Junior School October 2024**

## **Intent**

Glebe Junior School will provide an environment where barriers to learning and barriers to participation in school life are reduced to a minimum.

We aim for all children with SEND to feel respected, included, confident and able to succeed in education, giving them the necessary skills and knowledge to fully participate in their community and seek employment as an adult.

We aim to ensure that the necessary provision and inclusion opportunities are made for any pupils who have special educational needs or disabilities.

To nurture and support children with SEND to be independent learners.

To ensure that all learners have access to the same academic and vocational opportunities by offering a broad, stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential.

To form partnership with parents and recognise that this plays a key role in enabling children and young people in achieving their potential.

To keep the child at the centre of all decisions and actions to meet their needs.

## **Implementation**

Teaching SEND pupils is a whole-school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

We endeavour to include all pupils with SEND in all school activities, making reasonable adjustments when needed. SEND pupils are included in the school's growth mind-set ethos and encouraged to work independently and make progress at their level.

We aim to identify the needs of pupils with SEND at an early stage and follow a graduated response to their level of need.

The school follows this graduated response:

- raising a concern with the SENCO;
- making reasonable adjustments to the curriculum;
- setting targets and starting an IEP/group plan;
- involving outside professionals;
- consider applying for Top-Up funding or consider applying for statutory assessment.

We follow a cycle of assess, plan, review, making necessary adjustments to the curriculum to meet the needs of all pupils.

Teachers systematically check learners' understanding, identifying misconceptions and providing feedback to pupils, which in turn informs future planning and teaching of all pupils with SEND.

We ensure teachers have the knowledge and expertise to support and teach children with SEND. Provide staff training in, for example, ASD, dyslexia and attachment disorder.

Children that could benefit from a specific targeted intervention programme, are identified and programmes of work delivered accordingly. This could be on a 1:1 basis with a teaching assistant or as part of a group. The support is monitored with a pre/post-assessment level completed as appropriate.

As a school we value the involvement of parent/carers and inform them of any concerns/needs of their children and our actions to meet their needs. This includes listening to the concerns of parents and signposting them to outside support and information as needed.

Working independently and working towards independence is central to the support we offer pupils with SEND.

When a pupil's needs require future assessment from outside specialists we refer pupils to outside professionals e.g educational psychologists, speech and language therapist. The suggestions and advice from these assessments is then

implemented by the class teacher and/or TA, overseen by the SENCO. Parents are involved in this process.

When a child's needs are complex and the provision required to meet their needs is over and above the SEND support we can offer from the school's notional SEND budget, we seek to provide funding from the local authority via Inclusion Panel Funding.

We may also apply for a statutory assessment, with the involvement of parents and outside professionals, leading to an Education Health and Care Plan being put in place.

## **Impact**

The academic and social progress of children with SEND is reviewed regularly through teacher assessments; IEP/provision map reviews (4 times a year); annual reviews for children with EHCPs and Inclusion funding evaluations for those with local authority funding. Provision is adjusted according to the assessments and observations made to ensure children with SEND continue to make progress and reach their potential.

The SENCO and SLT produces a detailed pupil progress document three times annually which shows the progress made over the year by individuals and groups of pupils (including those with SEND).

Children with SEND develop skills and knowledge across the curriculum to prepare them for the next stage of their education and, in the long view, prepare them for employment, independent living and making a positive contribution to their community.

Rachel Whelpton

SENDCO Assistant Head

October 2024