



Special Educational Needs (SEN) Information Report

The Globe Primary Academy



Welcome



Welcome, I am Ms Hyland and I co-ordinate our provision for children with Special Education Needs and Disabilities (SEND) here at The Globe Primary Academy.

You can contact me during school hours by emailing me at:

alicia.hyland@theglobeprimary.co.uk or by calling the school on [01903 854970](tel:01903854970)

However, I do ask that if you are concerned about your child that you speak to their class teacher in the first instance as they are best placed to any questions that you may have.

The Governor responsible for SEND at The Globe Primary Academy is Mandy Fitzpatrick, please speak to the school office if you would like to speak with her.

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Main Menu



- * The kinds of SEN that are provided for.
- * The assessment of SEN and the provision available.
- * The SEN Co-ordinator role.
- * Specialist training of staff to support SEN.
- * Equipment and facilities to support SEN.
- * The arrangements for consulting parents.
- * The arrangements for consulting children with SEN.
- * How we solve problems and how to complain.
- * How we use other organisations to help.
- * What people say about SEND at The Globe Primary Academy.

Kinds of SEN provided for



- * A pupil has SEN where their learning difficulty or disability calls for special educational provision, this is provision different from or additional to that normally available to pupils of the same age.
- * At The Globe Primary Academy, our SEN provision is considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and / or physical needs



Assessment of SEN



At The Globe Primary Academy, we know that early identification of a problem can lead to early help for a child and therefore reduces the chances of a child falling behind with their skills.

The next two pages outline what assessments we use to help us and these are split into those four broad areas of SEND that have been previously mentioned.

However, on top of these methods, it's important to mention that teacher assessment, parent/carers assessments, assessments from other establishments that children are transferring to our school from, and even pupil assessments are all used to help us assess the skills of children at The Globe Primary Academy.



Assessment of SEN



Communication and Interaction

All children when they join our early years are assessed using the Nellie Assessment tool. This tells us about how a child's communication skills are developing and then helps our staff to know what to do to ensure these keep making progress.

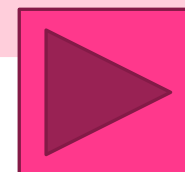
We also work closely with the NHS Speech and Language Therapy service who support us with the assessment of and planning for our children.

Cognition and Learning

We use teacher assessment as a starting point for identifying where a child is with their cognition and learning skills.

We use SNAP assessment tests for specific learning difficulties.

Read, Write, Ink assessments are also used to assess a range of reading and writing skills.



Assessment of SEN



Social, emotional and mental health

SNAP assessment is used to assess children with their social and emotional skills.

We also use the Strength and Difficulties Questionnaires to support us assess children's social, emotional and mental health difficulties.

The Boxall Profile is also used to ensure children that we are supporting with their social and emotional skills are making progress.

Sensory and / or physical needs

We work closely with the NHS Occupational Therapy and Physiotherapy service to accurately assess children's physical needs.

Sensory needs are assessed by using a Sensory Needs checklist and we also support families.

We also use the Autism and social communication team at the local authority to support us with this.



Provision for SEND



We believe that all children should first be able to access high quality first teaching in their class. Our teachers adjust the learning in their class to meet the varying needs of the learners in their class.

If this is not enough to meet a child's needs then we put in place a time-limited intervention to target the skill that we have identified as being delayed in developing for a child with the aim of them catching up to be age-appropriate with that skill. [Click the arrow](#) to see a list of this interventions that we currently offer, although these are always developing in line with the latest research into what works for children with SEND.

If this does not work then we work hard to put in place personalised curriculums and provision on an individual basis to meet a child's individual needs.



Interventions



Communication and Interaction

- Nellie group and individual intervention.
- TalkBoost group intervention.
- Speech sounds individual sessions.
- Phonological awareness groups.
- Listening and attention skills groups.

Cognition and Learning

- Precision teaching, sometimes called precision monitoring, is an intervention used to support children who find remembering information difficult.
- Read, Write, Ink helps children learn the phonics skills needed to read fluently.



Interventions



Social, emotional and mental health

- The Thrive Approach individual and group intervention sessions.
- Art Therapy.
- Social and emotional skills group sessions.
- Child Counselling sessions.
- Daily check-in sessions.

Sensory and / or physical needs

- Physical skills group and individual sessions.
- Trim Trail physical skills intervention.
- Regular sensory break sessions.
- Sensory sessions in the Sensory Room (coming soon).



The Globe Primary Academy SENCO



My name is Ms Hyland and I co-ordinate the provision for children with SEND at The Globe Primary Academy. At The Globe Primary Academy we believe in **Learning for Life**. Therefore overcoming barriers to learning so that every child can be included is an essential part of our mission. I believe in celebrating the progress our children with SEND make and work hard to identify progress. I believe that our aim should always be to make children with SEND as independent as they possibly can be.

I completed the National SENCO qualification in 2019 having previously worked as a specialist teacher for communication and interaction needs. Therefore, I have gained considerable experience working with children with additional needs.

I have been the SENCO at The Globe Primary Academy for 7 Years and I am incredibly proud of our children with SEND and all that they achieve here.



Staff Training



We strongly believe that staff development allows us to better understand and therefore meet the needs of our children at The Globe Primary Academy. Our staff have training in line with the four broad areas of SEND. We also have a learning mentor for EYFS and KS1, a learning mentor for Years 3 and 4, a learning mentor for Year 5 and 6. We also have a specially trained member of staff to support with Speech and Language interventions.



Facilities

There are three Nurture rooms across our school, including one with a light room.



... and lots of intervention spaces.

Equipment



- * Writing slopes are used, when recommended by the occupational therapists, pencil grips are also used to help children with physical barriers to writing. Other equipment to help children with physical needs includes specialist cutlery and specialist support chairs.
- * Equipment to meet sensory needs is used across the school such as chew buddies, ear defenders and balance balls are used and stretch bands are also used.
- * Equipment to support concentration used which includes wobble cushions, fiddle toys and stress balls.
- * Specialist toilet and changing equipment is also available for children with continence problems.



Parental Involvement



- * Parents of all children on the Special Educational Needs register contribute to the learning plan and pupil passport development.
- * Parents of a child with SEND are invited to special meetings about their child. These are also part of the Annual Reviews for a child with an EHCP.



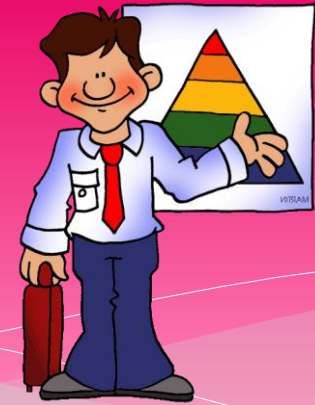
Child Involvement



- * We collect the child's views before the meeting using different methods such as questionnaires or using pictures to communicate ideas.
- * Children are also invited to parents evenings to share their views.



Problems and Complaints



- * We believe that working together almost all problems can be solved in the best interest of our children.
- * If you have a problem, you should speak with your child's class teacher in the first instance.
- * If the problem or concern persists then you can arrange a meeting with the class teacher and the SENCO and/or the Headteacher through the school office.
- * If the problem or concern persists then you can arrange a meeting with the SEND Governor via the school office.
- * Complaints are followed in line with our school and REACh2 policy which can be found on our school website.



Organisations we work with

- * We are an Academy, however we do still work closely with West Sussex County Council education services such as Educational Psychology, Learning Behaviour Advisory Team, Autism and Social Communication Team, and SENAT.
- * NHS services such as Child Development Centre, Speech and Language Therapy service, Occupational Therapy Service, School Nursing services and Child Mental Health Service.
- * School Counsellor from Your Space.
- * Reaching Families.



Testimonials



- * Support for pupils who have special educational needs and/or disabilities is highly effective. Leaders and teachers work closely to identify, plan for and support pupils. As a result, these pupils make rapid progress.
- * The inclusion manager skillfully identifies the needs of pupils who have special educational needs and/or disabilities, and works with external agencies to identify the most effective forms of support.

The Globe Primary Academy Ofsted Inspection 2017

