



SEND Information Report at The Globe Primary

Where "learning is for life!"

The Globe Primary Academy's SEND report provides information for parents and carers of children who have a Special Educational Need or Disability (SEND). This report outlines the support, provision and adaptations which your child will receive during their time at our school.

This information report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

Part 3 of *The Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities.

And The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

"Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN" (*SEND 0-25, Code of Practice, 2015, p92*).





The Globe Primary's SEND Team

SENDco- Miss Steventon

Learning Mentors- Mrs Fitzpatrick, Mrs Wakeford and Mrs Elvidge

Speech and Language Teaching Support Assistants- Mrs Butcher and Mrs Van-Houton

SEND Governor- Mrs Strange

What are Special Educational Needs (SEN) or Disabilities?

At our school, Special Educational Needs and Disabilities are defined by the SEND Code of Practice (2015), which states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEND which are defined in the Code of Practice (2015):

Communication and Interaction- For example: speech and language needs including mutism and stutter, Autistic Spectrum Disorder.

Cognition and Learning- For example: Dyslexia, Dyscalculia, processing difficulties.

Social, Emotional and Mental Health (SEMH)- For example: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), anxiety.

Sensory and/or Physical needs- For example: visual and hearing impairments, Epilepsy, Diabetes, physical disability.



Identification of Special Educational Needs and Disabilities

At The Globe, we believe that early identification of a child's SEND can contribute towards their ability to thrive in education.

When a child joins our school, discussions are had with parents/carers and their previous educational settings about a child's needs. This allows us to ensure that any support can be implemented from the start of their school journey.

The progress of all pupils is assessed and monitored frequently through a range of formal and teacher led assessments. Each term, your child's class teacher will meet with the senior leadership team to discuss all children and identify those who are not making expected progress. Where a teacher has concerns about the progress of a pupil, they will discuss their observations with the parents/carers, prior to further support being implemented.



Alongside teacher-led assessments, the SENDco will undertake further screening which can help to identify individual strengths and areas of need. The SENDco may also carry out observations, look at examples of work and speak with children to seek their views of their learning and behaviour. Where appropriate, and with the permission of parents/carers, referrals will be made to external agencies for more specialist assessment and advice.

Any child who receives additional support will have a learning plan created. This document details the child's strengths, areas of needs, classroom strategies, current targets and the additional support they are receiving. Learning plans will be created in collaboration with parents/carers and reviewed alongside families at each consultation evening.

In addition, any child identified as having SEND, will be added to the SEN Register.

How we support children with Special Educational Needs and Disabilities

Every child will be supported with their individual needs at The Globe.

In the classroom, your child will have access to 'quality first teaching'. Teachers take an adaptive approach so that pupils across all abilities and with a range of learning styles can have the opportunity to meet appropriate learning objectives. Staff have high expectations for all pupils with SEND and ensure that learning and development is based on their needs and strengths.

At The Globe, we offer a range of interventions. These may be delivered either in or out of the classroom, on a 1:1 basis, in pairs or in small groups. In line with the Special Educational Needs Code of Practice (2015), these interventions



follow the 'assess, plan, do, review' cycle and will be adapted to meet individual children's needs.

The well-being of our children

Strong and trusting relationships between pupils and adults are fundamental to supporting children's well-being at school. Our behaviour policy recognises the importance of restorative, supportive conversations with pupils, giving them the tools and opportunities to reflect upon their feelings and actions and to learn from their experiences. Our Learning Mentors provide pastoral support to pupils by helping them build resilience, develop independence and increase their self-esteem.

Our school environment is designed to support children's well-being:

- 'Zones of Regulation' displays allow children to express how they are feeling by moving their picture onto the appropriate colour e.g. blue=tired, green= ready to learn, red= angry, yellow= worried.
- Calm-down tables provide children with a selection of calming and regulating activities to allow them to be 'ready to learn'.
- Regulation stations are located in each corridor. These are a selection of breathing and exercise challenges with a footpath for children to follow on the floor.
- We currently have three nurture bases for our children to access. Here they will take part in a range of activities to promote their well-being, including sensory sessions, social skill groups, opportunities to talk through worries or fears and learn life skills.



Examples of our interventions

Communication and interaction- speech and language sessions, Lego therapy, social skill groups.

Cognition and Learning- precision teaching, pre-teaching, paired reading, phonics and maths booster groups, Nessy programme.

Social, Emotional and Mental Health (SEMH)- Sensory sand, draw and talk therapy, learning mentor check ins, circle of friends, nurture playtimes.

Sensory and/or Physical Needs- sensory room, jump ahead intervention, sensory play sessions, quiet lunch.

In addition to the above examples of interventions which we provide in school, we regularly refer to and work with specialist outside agencies:

- SEND Under-5 Team
- Thought-full schools
- The Learning, Behaviour and Advisory Team (LBAT)
- The Autism and Social Communication Team (ASCT)
- Speech and Language Therapists
- Virtual Schools Tutors
- The Child Development Centre (CDC)
- The Child and Adolescence Mental Health Service (CAMHS)
- Occupational Therapy Service
- Educational Psychologist Service
- Family Support Workers
- The School Nursing Team
- Children's Social Care
- Youth Emotional Support Service (YES)



Training for staff supporting children with SEND

We regularly review the quality of teaching for all pupils, including those receiving SEND support. This allows us to identify patterns of need within the school, reviewing and if necessary, improving teachers' understanding of the strategies to support these pupils. Where interventions are required, we ensure that staff have sufficient knowledge and skills to deliver the intervention effectively.

Our staff receive a range of continuous professional development, delivered by senior leaders, expert teachers, outside agencies and the local authority.





How accessible is our school environment?

Our school has an accessibility plan, published separately on the school website, which is reviewed regularly. The school has level or ramp access from outside which ensures that wheelchair users can independently access all areas of the school. There is a disabled parking bay, toilet and shower. We have a specialist sensory room, as well as other nurture spaces for children to use. We work alongside relevant advisory teachers to ensure that we meet the needs of individual pupils who require specialist equipment such as: radio aids; magnifiers; writing slops; adjustable desks etc.

How we prepare and support children to join the school and transfer to a new school

No child will be refused admission to our school based on their Special Educational Need, provided the school can meet the child's needs having made all reasonable adaptations.

We operate within the West Sussex County Council Admissions Policy. Details are available on www.westsussex.gov.uk. For most children with Special Educational Needs or Disabilities applications are made in the usual way via West Sussex County Council. However, if an Education Health and Care plan is held, the Special Education Needs Assessment Team will be responsible for making placements.

Children joining our school at the beginning of their Reception year are, wherever possible, visited in their previous setting, offered a home visit and invited to spend time in their new classroom environment.



We work closely with our local secondary schools, providing SEND children with additional transition visits and inviting staff to visit your child in school.

Learning Mentor time is also allocated to our Year 6 pupils before their transition. This is in addition to the activities and opportunities provided by their class teacher.

Information regarding pupils with SEND is shared by our school SENDco with the SENDco of the receiving school.

How to be involved in our school

We always welcome and appreciate parental support and engagement. Here are some suggested ways that you can engage with our school.

- Parent consultations
- Parent questionnaires
- SEND Coffee Mornings
- Early Help Support Meetings
- Thought-Full Parent Workshops
- WOWSI Parent Workshops
- Parent Representative in the Governing Body.
- FOG - Friends of The Globe - Parent Association Group
- We also request parents/carers involvement on all Learning Plans which are created for our SEND pupils



Who to contact for further information

Your child's class teacher is the first person to contact if you have any questions or concerns regarding your child.

You can also request a meeting with Miss Steventon (SENDco) via your child's class teacher or the school office.

Information regarding the West Sussex County Council Local Offer can also be found at <https://westsussex.local-offer.org/>

