



SEND report 2023-2024

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Glade Academy SEND report 2023-2024

At Glade Academy we are committed to inclusive education and believe that all children have the right to a broad and well-balanced curriculum under the National Curriculum.

All children with special educational needs can make good progress if their needs are correctly identified and provided for with appropriate levels of resource.

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SEND – four broad areas:

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the [Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015](#) subsection 6.28

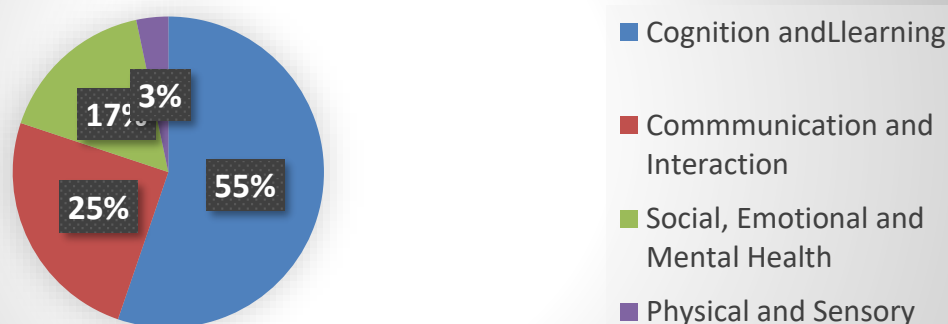
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and or physical

Areas of primary need across the school

Many of our children have more than one area of need. This information only records the primary area of need for each child.

Area of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory
Number of Pupils	20	9	6	2

SEND by primary area of need.

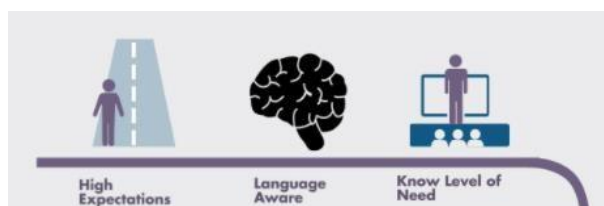


An overview of SEND at Glade Academy

Year Group	Number of children in year.	Number of Children on SEN register.	Number of children with EHCP.
EYFS	28	6	0
Year 1	31	2	0
Year 2	29	8	0
Year 3	29	5	0
Year 4	33	4	2
Year 5	35	5	1
Year 6	39	7	1
Totals	224	37 (16.5%) National average is 13%	4 (1.7%) National average is 4%

Identifying children with SEND and assessment of their needs:

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All class teachers regularly talk to parents and keep them informed about any concerns. Initially, the teacher will use their knowledge of the child to make relevant changes to the learning opportunities to assess whether the child begins to make better progress.



Quality First Teaching: three key components.

However, some children will need something which is 'different from or additional to' the adaptations and differentiated opportunities offered to all the children in the class. With the parents/carers permission these children are discussed with the SENCo.

If, after monitoring and a discussion between the SENCo and the class teacher, they think there is an additional need the parent is invited to a meeting where they discuss whether the child is added to the SEND register. This enables us to put in early interventions as soon as possible, enabling children to receive the correct interventions to support them to make better progress and thus fulfil their full potential.

"The progress my child has made this year in their reading is amazing."

Parent May 2023

Children will be set targets which are individual to their needs and are given a pupil passport, these are shared with parents and the child. These are reviewed with parents and children every half term.

Some children will require further support from outside professionals (see section below). A very small number of children will be referred for assessment for an Educational, Health and Care Plan. The EHCP is reviewed annually with the child, parents, teachers and any other professionals working with the family. This is when changes can be made to the EHCP.

What do we do to support learners with SEND?

Each child who is identified as having SEND is entitled to support that is additional to or different from a normal differentiated curriculum. The type of support is dependent on the individual learning or disability needs and is intended to overcome any barriers to learning which have been identified.

"The pupil passports help me see the progress the children are making."

Teaching Assistant

Each child with SEND will have a sheet called a pupil passport. This sheet is created by the teacher and support staff and shared with parents and the child themselves. It has appropriate targets for the child's learning and identified strategies that can be used to support the child with achieving their targets. This enables the child to have ownership and understanding of what they are learning and gives the child a goal to work towards. We track our pupils with SEND using a graduated approach and the 'assess, plan, do review' process:

PUPIL PASSPORT
AUTUMN 1 2021

Class (your group):
Primary Area of Need:
Additional Areas of Need:
Inherent Groups: PP/ EAL/ SEND/ Foreign

Things I am good at:

Things I struggle with:

S	SPECIFIC	Set your SMART goal
M	MEASURABLE	Set your SMART goal
A	ATTAINABLE	Set your SMART goal
R	RELEVANT	Set your SMART goal
T	TIME-BASED	Set your SMART goal

Things school can do to support me:

Things I can do to support myself:

Things home can do to support me:

An example of a pupil passport.

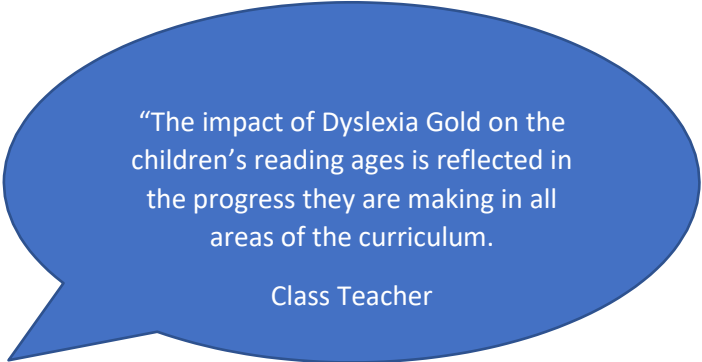
Class teachers have responsibility for enabling all pupils to learn.

To achieve this, they:

- Plan appropriate work/activities.
- Ensure that support is available for all children (inclusive Quality First Teaching) such as adaptation of the curriculum to consider the different learning styles, interests and abilities.
- Ensure that all children can be involved in tasks/activities and have full access to the knowledge and content being shared with the rest of the class.
- Monitor individual progress.
- Celebrate achievement.
- Identify those children who require additional or different support in order to make progress.
- Set targets and next steps which are discussed with children and parents.

Our teachers' use various strategies to adapt access to the curriculum - these might include using:

- Visual timetables/checklists.
- Writing frames.
- Positive behaviour reward systems.
- Pre-teaching vocabulary.
- Workstations.
- Reasonable adjustments such as seating arrangements.
- Teaching assistants within a small group, one to one, or outside the classroom with an intervention group.
- Precision teaching.
- Speech and language interventions.
- Social stories.
- iPads, laptops or alternative supportive technology and computer programmes.
- Lego therapy.
- Assisted transitions when moving school, class or even returning from periods of remote learning.



"The impact of Dyslexia Gold on the children's reading ages is reflected in the progress they are making in all areas of the curriculum."

Class Teacher

How we utilise teaching assistants at Glade Academy

Teaching Assistants at Glade Academy are used to:

- Assist the teacher in providing 'quality first teaching.'
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum.
- Encourage and promote independence in the children.
- Liaise with the class teacher.
- Help to prepare resources and adapt materials.
- Lead intervention to close the gap for children experiencing difficulty.
- Promote the inclusion of all children in all aspects of life at school.

The Rainbow Room

The Rainbow room is a nurture room. It has space for a small group of 6 children. Children attend nurture groups whilst remaining an active part of their main class group; they spend appropriate times within the nurture group according to their need and typically return full time to their own class within one term. The impact of the plan can be seen through the children being ready to learn when they re-enter the classroom and beginning to make better progress.



"In the Rainbow room I can talk to everyone, as it is a small group and I feel confident."

Year 4 Pupil.

The children are assessed for learning and social and emotional needs using The Boxall Profile. They are then given an individual plan providing the necessary help to remove their barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained; supported by role modelling, demonstration and the use of gesture

as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

As the children learn academically and socially, they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

Some children will require further support from outside professionals. A small number of children will be referred for assessment for an Educational, Health and Care Plan. The EHCP is reviewed annually with the child, parents, teachers and any other professionals working with the family. This is when changes can be made to the EHCP. The school supports parents of children with an EHCP and helps and support parents with children who need to move onto specialist provision.

Training and expertise of staff

All our teachers are teachers of children with SENDs and have a broad understanding of the needs of children with SEND. Staff have received training around creating an inclusive, dyslexia friendly classroom, supporting children with autism, speech and language therapy, de-escalation training, the use of 'Circle of Friends', using 'Talk and Draw Therapy', 'Dyslexia Gold', Quality First Teaching, using 'Lego Therapy' and using the 'Boxall Profile'. We also have a teaching assistant who is a trained 'ELSA' (Emotional Literacy Support Assistant) and she will be able to provide emotional and social support to children who may need this. The SENDCo has successfully completed the National Award in SEND training. This training ensures that SENDCOs are not only aware of all the statutory processes that need to be completed but also that the support they give is the best it can be.

We have continuous training for all staff at Glade Academy, with at least one staff meeting a term, and at least one training session for support staff a term being dedicated to SENDs.

Assessing and Supporting Children with SEND at Glade Academy

Class teachers, teaching assistants, parents/carers and the children themselves will be the first to notice a difficulty with learning. At Glade Academy we ensure that assessment of special educational needs and disabilities directly involves the child, their parents/carers and the teacher.

For some learners we may want to seek advice from specialists and we have access to a variety of specialist services. We have access to services universally provided by Suffolk County Council which are described on the Local Offer Website.

Outside agencies

We recognise, that at times, children with SEND need support from outside agencies. We have used Suffolk Educational Psychologists and Inclusion facilitators.

We have made referrals to SENDAT outreach, dyslexia outreach, NHS speech and language, ASD helping hands, Specialist Education Services (SES), Educational Psychology Specialist Support, Suffolk Carers, and the school nursing team. We also receive support and advice from our academy trust's (EMAT's) SENCO.

The Academy is a member of Mildenhall SEN hub which is a collaboration of 16 local Primary Schools working together to support children with SEN. We benefit from sharing information and resources, network meetings, annual conferences and shared support from a private Speech and language therapist.



Should a child need support in managing their emotional wellbeing and mental health, a referral can be placed through the Children and Young Peoples Emotional Wellbeing Hub. This is done jointly with parents/carers. This academic year we have supported 2 families.



Should parents need further advice or have concerns about their child, we signpost them to Sendiass (Special Educational Needs Independent Support Service), who will offer independent advice and support to them.



Should a child need extra support with social, emotional or behavioural needs we can refer them to the EPSS team. We have bought in support from their social, emotional and mental health team and their ASD team, both of whom come in and work with the children in school and advise the class teachers. We also use their Educational Psychologists to help direct the support we give to children.



Should a child need support in one of the broad areas of SEND, we can make referrals to SES, who will then decide which of their specialists can best support the child. They can also advise and support class teachers.

How do we know if support is effective?

Monitoring progress is an integral part of our teaching and leadership within Glade Academy. Parents/carers, pupils and staff are all involved in reviewing the impact of interventions for learners with SEND. We follow the graduated approach and use the 'assess plan do review' model (ADPR), ensuring that parents/carers and children are involved in each step and that children's progress is successfully and carefully tracked. Before any additional provision is identified to support the child, the teacher, SENDCo, parent /carer and where appropriate the child, discuss what they expect to be different following this intervention. A baseline will also be recorded, which can be used to monitor the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself or it can be a formal meeting held once a term where we all discuss progress and the next steps - such as at a parents' evening or a longer meeting if needed. If a child has an Education Health Care Plan, the same termly review conversations take place, but the EHC Plan will also be reviewed annually.

Funding for SEND

Glade Academy receives funding from the Department of Education, some of which is used to support children with additional needs.

For children who have particularly high levels of need and require significant additional support, we apply for top up funding (High Needs Funding) from the Local Authority. In the school year 2022/2023 we received ££53,600. This funding is primarily spent on teaching assistants who will deliver specific interventions and give extra support to children with high level needs.

We have also used High Needs Funding to help children receive outside agency support where necessary. This enables these children to receive the appropriate level of support and to begin to make progress.

Preparing for the next step

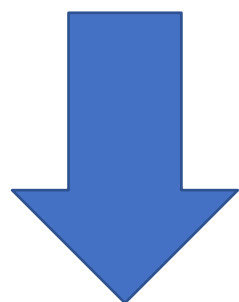
Transition is a part of life for all learners. This can be transition to a new class at school, having a new teacher, or moving to a new school. Glade Academy is committed to working in partnership with children and families.

At the end of the school year, children with SEND receive an enhanced transition, which involves them being given photographs of their new teacher, new classroom and any other information which would be helpful in meeting their specific needs, time and effort is also put into ensuring that strong relationships are built between key members of staff and these children, with children in Y6 having additional opportunities to visit and spend time at their new High School prior to starting there. Children moving up in school are then supported to take part in our 'Moving Up Week' before the Summer break.

For children who are starting in our Early Years class, their new teachers meet with preschools and nurseries to ensure that Glade Academy is aware of any SEND needs.

Complaints Policy

We work hard to support all our children, but sometimes parents/carers have concerns which they do not feel are addressed. If you have any complaints, please follow the complaints policy; an outline is provided below:



Informal: The Academy will take informal concerns seriously and make every effort to resolve the matter quickly. It may be the case that the provision or clarification of information will resolve the issue. The complainant should raise the complaint as soon as possible with the relevant member of staff or the Principal, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the Academy office.



The formal stage involves the complainant putting the complaint to the Principal and/or the subject of the complaint: In a letter or email through a third party acting on their behalf in writing by letter or email.

The complainant should provide details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, they can contact the Academy office as appropriate. The Principal (or other person appointed by the Principal for this purpose) will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within twenty school days.

SENDCo: Fiona McCaghrey

Head Teacher: Tracey McCarthy

Governor for SEND: Bill Smith