

SEND report 2025-2026

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Glade Academy SEND report 2025-2026

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:

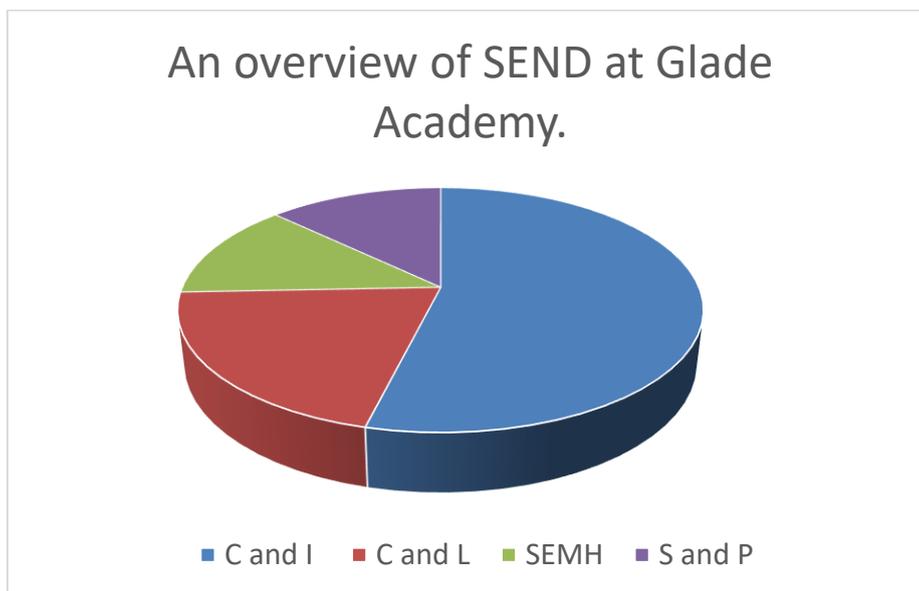
The Department for Education has identified four broad areas which cover a range of needs. These are defined in the [Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015](#) subsection 6.28

- Communication and Interaction (Including speech, language and communication needs and ASD)
- Cognition and Learning (Including specific learning difficulties e.g. Dyslexia)
- Social, Emotional and Mental Health (Including anxiety and ADHD)
- Sensory and or physical (Including visual and hearing impairments, Dyspraxia and fine or gross motor difficulties)

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	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory
Number of Pupils	21	8	5	5

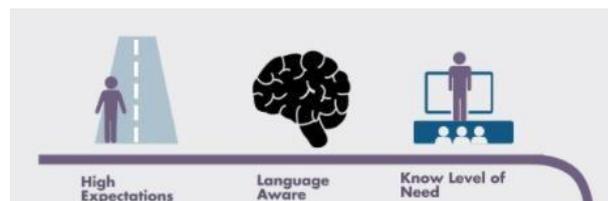


An overview of SEND at Glade Academy

Year Group	Number of children in year.	Number of Children on SEN register.	Number of children with an EHCP.	Number of children awaiting an EHCP
EYFS	31	4	2	0
Year 1	21	6	2	0
Year 2	23	8	2	2
Year 3	24	4	1	1
Year 4	21	6	1	1
Year 5	27	6	0	1
Year 6	31	5	2	0
Totals	178	39 (21.9%) National average is 19.5.%	10 (5.6%) National average is 5.3%	5

Identifying children with SEND and assessment of their needs

Parents, class teachers and assistant teachers 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 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 support my child has received whilst at Glade has been amazing and made a huge difference to him."

Parent July 2025

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 at least 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 the regular curriculum. The type of support is dependent on the individual child's needs and is intended to overcome any barriers to learning which have been identified.

“Pupil passports help me support the child with their needs.”

Assistant Teacher

Each child with SEND will have a pupil passport. - this is created by the teacher and support staff in collaboration with parents and the child. It has specific targets and identifies strategies that are used to support the child.

We track the progress of our pupils with SEND using a graduated approach and the ‘assess, plan, do, review’ process:

PUPIL PASSPORT
AUTUMN 1, 2021

Name: _____

Class (your group): _____

Primary Area of Need: _____

Additional Areas of Need: _____

Inherent Groups: PP/ EAL/ SEND/ Foreign _____

Child's Photo or Self-Portrait: _____

Things I am good at: _____

Things I struggle with: _____

S SPECIFIC: Your goal is clear, realistic and measurable.

M MEASURABLE: Your goal is measurable by a third party or yourself.

A ATTAINABLE: Your goal is realistic and you have the resources to achieve it.

R RELEVANT: Your goal relates with your individual needs.

T TIME-BASED: Your goal has a deadline.

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.

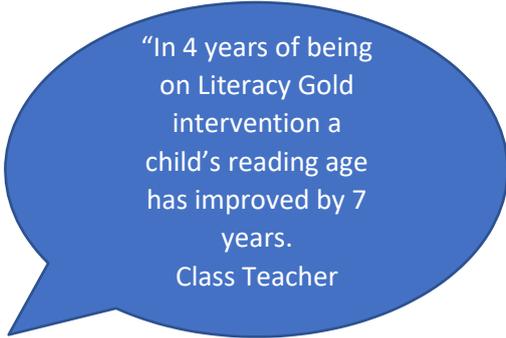
Class teachers have responsibility for the progress of all children.

To achieve this, they:

- Plan tasks that are accessible to all children.
- Ensure that inclusive teaching practices are available for all children.
- 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 strategies to adapt access to the curriculum - these might include using:

- Visual timetables/checklists.
- Writing frames.
- Positive behaviour systems.
- Pre-teaching vocabulary.
- Personal workstations.
- Reasonable adjustments such as seating arrangements.
- Support staff working with small groups or on a one to one basis with children.
- Precision teaching.
- Speech and language interventions.
- Social stories.
- iPads, laptops or alternative supportive technology and computer programs.



“In 4 years of being on Literacy Gold intervention a child’s reading age has improved by 7 years.
Class Teacher

How we utilise support staff at Glade Academy

Support staff at Glade Academy:

- Assist the teacher in providing inclusive teaching.
- Encourage and promote independence in the children.
- Work closely with the class teacher.
- Deliver interventions.
- Promote the inclusion of all children in all aspects of life at school.

Nurture Provision

Glade Academy recognises the additional social, emotional and mental health needs of some children. Nurture provision is in place to support these children. We have an ELSA (Emotional Literacy Support Assistant) who supports children with various needs for a block of 6 weeks. Her support is adapted to meet the individual needs of the children. The children are assessed for their social, emotional and mental health needs using The Boxall Profile. Activities are then planned around identified needs and at the end of their nurture placement another Boxall profile is completed at the end of their block of sessions in order to measure impact and to set next steps.

Nurture provision is also provided at lunchtime to support children who find lunchtime difficult and children who need support with eating.

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 at least annually with the child, parents, teachers and any other professionals working with the family. The school supports parents of children with an EHCP.

Training and expertise of staff

All our teachers are teachers of children with SENDs and have a complete understanding of the needs of all children.

Staff have received training in the following areas:

- Quality First Teaching.
- Creating an inclusive dyslexia friendly classroom.
- Supporting children with autism.
- Speech and language therapy.
- De-escalation training.
- The use of Circle of Friends.
- Talk and Draw Therapy
- 'Literacy Gold'.
- Lego therapy
- We also have a trained 'ELSA' (Emotional Literacy Support Assistant) and she is 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

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 range of specialist services. We have access to services universally provided by Suffolk County Council which are described on the Local Offer Website [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://www.suffolklocaloffer.org.uk).

Outside agencies

We recognize, that at times children with SEND need support from outside agencies. These include:



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.



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 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.



School Nursing Service. The School Nursing service provides initial assessment, advice, signposting and strategies to support children and young people with new and emerging concerns.



Suffolk Mental Health Support Team. We can refer children and families to this service. The team are an early intervention service that support children and young people, their families and school/college communities with mild to moderate mental health difficulties.

As part of the Eastern Multi Academy Trust, the SENCO is part of the active SENCO network which meets half termly to receive regular updates and training.

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 at least 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, we apply for top up funding (High Needs Funding) from the Local Authority. This enables the children to receive the appropriate level of support in order to make progress.

Accessibility Plan

The Accessibility Plan covers the following three areas:

- Increasing the extent to which pupils with disabilities can participate in our curriculum;
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer;
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

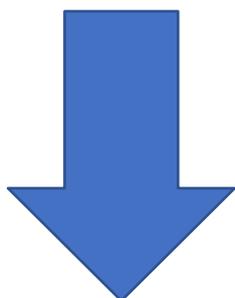
Preparing for the next step

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 needs 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. Staff ensure that strong relationships are built with the children. Children coming into our reception class and those leaving in Year 6 have additional opportunities to visit and spend time at their new school prior to starting there. Any SEND needs are shared with their new schools. Children moving year groups in school are supported to take part in our 'Moving Up Week' before the summer break.

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: Maureen Eade