



# GLENBROOK

## PRIMARY SCHOOL

### SPECIAL NEEDS INFORMATION REPORT

This information report should be read in conjunction with our Admissions Policy, our Equality Policy and our SEN Policy available at <http://glenbrooknottingham.org.uk/our-school/policies/>

#### **Special Educational Needs and Disability (SEND) Provision at Glenbrook**

Glenbrook Primary School is a mainstream school with an inclusive ethos. Our school community is one which values all children as individuals and strives to include children with a range of special needs and disabilities. These may include pupils with the following additional needs:

ASD – Autistic Spectrum Disorder

SEMH – Social, Emotional and Mental Health

HI – Hearing Impairment

MLD – Moderate Learning Disability

MSI – Multi-Sensory Impairment

PD - Physical Disability

PMLD – Profound and Multiple Learning Disabilities

SLCN – Speech, Language and Communication

SLD – Severe Learning Disabilities

SPLD – Specific Learning Disability

VI – Visual Impairment

Some children's needs are more complex and might have conditions that cross the boundaries of these specific categories.

Our current school building was opened to the children in September 2016 and is accessible to children who are wheelchair users.

#### **How does Glenbrook identify and assess SEND?**

Our Special Educational Needs Co-ordinator, Mrs Gillian Feast, co-ordinates provision, liaising with parents, school staff and specialist advisors from the inclusive education team and the wider Spencer Academies Trust family.

Throughout the school, we continually monitor and assess the progress of all our children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with early year settings that may have children transferring to Glenbrook to ensure as far as possible that the correct support is in place from the start.

If parents have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to

talk to their child's class teacher, our SENCO, Gillian Feast or Headteacher, Samantha Eyre. Parents can also gain important advice and support from Parent Partnership. <http://www.ppsnotts.org.uk/>

## **How does Glenbrook provide support for children with SEND?**

Our SENCO, Gillian Feast, supported by the SEND Governor, Marie McCoy regularly checks how well SEND support is helping children in our school. Children are assessed before and after specific interventions have taken place so that progress can be measured.

Through monitoring, observing and assessing a child's needs, staff work together with the SENCO to put in place appropriate support and provision. The progress of all children is monitored twice each term. Regular parents' evenings are held, to discuss how children are doing. Children with SEND are set individual targets recorded on a provision map which is shared and reviewed with parents.

In the Autumn and Spring term parents receive a brief written report of their child's achievement and effort. In the summer term, all parents receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher. Parents are free to make an appointment at the school office to see their child's teacher, the SENCO, or the Headteacher whenever they wish.

If a child has a complex SEND they may have a statement of their need or one of the new Education, Health and Care Plans (EHCP). This means a formal meeting will be held annually to discuss progress and a report will be written. All current statements will be converted to EHCP by the local authority over the coming years. Currently, statements for children in Year 4 are being converted.

Class-based learning is differentiated as appropriate throughout the school. Some individual targets are supported within lessons by the class teacher or a teaching assistant (TA) others may be supported outside of a lesson through a specific intervention programme which may be delivered by a trained TA. Please see the list of possible interventions that may be used at Glenbrook here. <http://glenbrooknottingham.org.uk/our-school/policies/>

Teachers and teaching assistants work hard to ensure work is adapted for children, providing appropriate support and challenge. Assessments are made continually to ascertain children's current understanding and progress. We aim to deliver a stimulating and exciting curriculum in a way that engages all children and where necessary, children are supported by a TA. We also aim to make sure our learning environment meets all our children's needs.

Glenbrook highly values enrichment activities and the benefit of education outside the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents and health professionals to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of after school clubs should a parent or child wish this to be the case.

The emotional and social well-being of our children is a priority. Personal, Social and Health Education (PSHE) provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have a learning mentor who is able to offer additional support in the form of social groups and individual support. Where necessary, specific plans are put in place to support a child's wellbeing and/or behaviour. When this is the case, parents are usually consulted.

### **How can parents contact the SEN Coordinator?**

Our SENCO, Gillian Feast, co-ordinates SEN at Glenbrook and can be contacted through the school office or at [admin@glenbrook.nottingham.sch.uk](mailto:admin@glenbrook.nottingham.sch.uk)

### **What specialist services and expertise are available at or accessed by Glenbrook?**

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- ✓ Educational Psychologist
- ✓ Inclusive Education Service – professionals with expertise in learning and cognition and autistic spectrum disorder
- ✓ The SPA – single point of access – a single pathway which combines several services and is designed to make referrals for ADHD and ASD simpler and more streamlined
- ✓ Therapists including those for Speech and Language, Occupational and Physiotherapy
- ✓ Sensory team professionals including those for Hearing Impairment, Visual Impairment and Physical Disabilities
- ✓ Behaviour Support Service
- ✓ Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- ✓ Social Care
- ✓ Outreach services from Oak Field School which includes specialist equipment and ICT support for children with disabilities

We seek support from outside agencies for staff and families whenever it is needed. We have an experienced SENCO overseeing provision within our school and an effective team of TAs. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with.

### **How accessible is Glenbrook?**

Glenbrook is an accessible school. It is a new, two storey building, and open to the children since September 2016. There is a lift for the use of wheelchair users and to move equipment.

There is disabled access. There are ramped access points where needed for adults or children using a wheelchair for their mobility. In addition there is a 'battered' path which gives all children access to the lower playground. Currently, during the demolition phase of the old building, not all areas are open to the children and staff. We are unsure how the playground area will be remodelled after the demolition but there will be access for all children. There are handrails on the steps from the old patios as well as the wheelchair ramps.

The building has disabled facilities with hoisting arrangements where necessary and changing beds as required. Some rooms have ceiling hoists and we are creating spaces for physiotherapy exercises where these have been deemed necessary for particular children.

Six staff have currently been trained in evacuation procedures for wheelchair users from the upper floor using a rescue mat. These are in place in both stairwells which means that the children are now able to join their classes on the second floor. The training will be rolled out to all eligible staff over 2016-2017 school year.

### **Who can parents contact for further information?**

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCo or Headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaint procedure which can be found on our school website.

[\(http://glenbrooknottingham.org.uk/our-school/policies/\)](http://glenbrooknottingham.org.uk/our-school/policies/)

Parents can also access Parent Partnership, <http://www.ppsnotts.org.uk/> who can also assist in giving advice relating to the education of children with special needs.

### **How will Glenbrook prepare and support children who join the school or transfer to a new school?**

Transferring to or from a new school can be an anxious time for both child and parent and we encourage visits to Glenbrook before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any professionals who are providing existing support. Parents are invited to be involved in transition discussions so that the needs of the child and any particular concerns are shared.

Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

These transition arrangements are important whether a child is transferring school due to a planned move, a change in their education plan or at the usual time such as KS3 transfer.

Glenbrook prides itself on the arrangements it makes to ensure that all children transferring to new schools at the end of Year 6 with any form of SEND are fully prepared for their new school.

### **What is the purpose of this report?**

This information report has been written in conjunction with and links to the Local Authority local offer, which is available online at

<http://gossweb.nottinghamcity.gov.uk/googlesearch/searchresults.htm?q=local%20offer>

Mrs G Feast

SENCo

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