

SEN Information – A guide for parents

Who are we and what can we offer?

Glebelands is a mainstream secondary school. We are a fully comprehensive, non-selective school recruiting from a number of local primary schools. We are situated in a semi-rural area and as such have a relatively large catchment area drawing from the surrounding villages.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

In addition to a Learning Support classroom and small room for one to one or group work, the department also has a computer suite with specialised programmes for the delivery of SEN interventions such as Nessy – a programme to improve reading and spelling. Staff receive regular training in order to support the students' needs. We ensure that all children are included in both curricular and extracurricular activities including educational trips and visits.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

All prospective students are encouraged to visit the School with parents and guardians; this can be through planned transition from Year 6 or by arrangement with the admissions team

At Glebelands School students are identified as having SEN through a variety of ways including the following:.

- Primary transition is arranged in the summer term, with close liaison with all the primary Schools. We visit all Year 6 students in their School and for students with additional needs further visits will be arranged prior to their Taster days in June/July of Year 6.
- Our SENCo will also meet with the SENCos of primary schools to discuss students already identified as having SEN
- We also aim to attend all statement reviews that the primary feeders inform us of for Year 5/6 students.
- During the Year 6 taster days, all students will be assessed by the Learning Support team for reading and spelling.
- In the Autumn Term of Year 7 all students will be tested using MIDYIS to establish baseline line data for tracking and monitoring.
- We liaise closely with colleagues when receiving students with SEND, or when transferring students to different schools, to ensure all paperwork is passed on and all needs are discussed and understood.
- All new students will be screened using a range of tests establish reading spelling and numeracy ages.
- Liaison with previous secondary school, if relevant, following in year fair access procedures as approved by County.
- Issues raised by parent (see below).
- If a student is performing below age expected levels, we will investigate to decide if the student requires additional support.

- Concerns may be raised by a student's teacher – for example, low self-esteem could be affecting performance and indicate an underlying need.
- Liaison with external agencies, e.g. Health, Specialist Teacher Teams as appropriate.
- **As you child gets older we use information or referrals from:**
 - termly assessments and interim data
 - subject teachers and tutors
 - parental concerns
 - external agencies

If it is thought a family needs support we have a Home School Link Worker who is a first point of contact and who has established good working relationships with outside agencies and a referral can be made to them.

How will we support your child?

- All teachers will be told about your child's individual needs and will adapt their lessons to meet these. This is Quality First Teaching and teachers have experience or are trained in doing this. This means your child can access the lessons fully. All work within the classroom setting is planned in advance at an appropriate level so that all students are able to access the work according to their needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. Also the work may be specific to the individual; for a visually impaired student, for example, there may be enlarged text, for a dyslexic student, coloured overlays and specific font type may be used. Teachers are supported by the SENCo to make appropriate differentiation for students with SEND
- Within school there are a variety of staff who have roles to help fully support your child. Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed.
There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4 if we think it is needed we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations. Regular reviews are held after significant exams to ensure that students are accessing appropriate levels of support.
- The Learning Support Department will also meet with students accessing SEN support prior to choosing options. We will have a 1:1 with the careers advisor and parents are welcome to attend. This ensures that parents and young people are fully aware of the options and challenges each choice may pose for them.
- Any student requiring additional support across the school is monitored termly.
- The subject specific class teacher will plan and work with every student with SEND in their class to ensure that progress is made; this will be monitored by the subject leader and line manager for every department.
- There may be a learning support assistant (LSA) working with your child either individually on a one to one programme or as part of a group as determined by the SENCo.

Who will explain this to me?

- The subject specific class teacher will meet with parents/guardians at parents evening to discuss your child's needs, support and progress.
- Appointments with the SENCo are available at parents evening.
- The SENCo, Tutor and Head of Achievement are available by appointment throughout the academic year.

How will we know how your child is doing?

The school has a regular reporting cycle where parents are informed of their child's progress. This means we will send home 3 reports each year which will show target and current levels and report on the six strands of the Behaviour Wheel. Individual subjects and the Learning Support department will monitor and review your child's progress and achievement and will pick up on any subject where your child is not making the right amount of progress. An intervention strategy will then be put in place by the class teacher, Head of Department, Head of Achievement or a referral made to Learning Support. At the next reporting time we will check whether the required progress has been made.

How is the decision made about what type and how much support my child will receive?

- The SENCo will decide the most appropriate support/intervention programme to match the needs of each student with SEND within the resources available.
- Timetables are tailored to individual needs in order to bridge the gap to achieve the age appropriate level/grade and study skills support is provided in KS4.
- Access arrangements to enable students with SEND to access public examinations is based on students meeting specific criteria in accordance with the guidelines produced by the Joint Council for Qualifications

How do we know if it has had an impact?

- The student is making progress academically against national/age expected levels/grades and is achieving to the best of their potential.
- Verbal and written feedback from subject specific class teacher, LSA, parent and student indicate the student is making progress.
- In some cases the gap may be narrow with students having made sufficient progress to be broadly in line with their peers. In this instance students may be removed from the SEN register, at which time parents will be informed of the decision

How are the governors involved and what is their responsibility?

- Senior staff report to all governors on a regular basis.
- There is a named governor with responsibility for SEN, who meets regularly with the SENCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will your child be included in activities outside the classroom?

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

How will we support your child's wellbeing?

At Glebelands School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by

assigning them to a form tutor and Head of Achievement who will, in most cases, remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor, students and parents.

There are additional members of staff at Glebelands who are able to provide pastoral support, these include:

- Home School Link Worker who also offers Young Carer & Bereavement Support
- We also have excellent relationships with a number of outside agencies including: Specialist Teacher Team, ASD Outreach, Children's Services and a CAMHS Nurse

If your child finds lunch or break times tricky we will talk through solutions on an individual basis eg. Finding a "buddy" or providing a "safe" place i.e. Learning Resource Centre

The SEN Coordinator is Mrs Sandra Hearn and she can be contacted via the school office on 01483 542400 or emailed info@glebelands.surrey.sch.uk

What SEN training have our staff had?

We have a Learning Support department which is made up of a newly appointed SENCo (January 2017), Catch-Up Literacy and Numeracy LSAs; a recently qualified ELKLAN trained LSA (July 2017) and a number of other Learning Support Assistants. Within this team we also have staff who have a range of experience and training covering various SEN needs.

Staff who are new to the school follow an induction programme which includes training and information on SEN. Training is provided to all staff including teachers and Learning Support Assistants as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

As a school we can call on support from specialist organisations from within the Local Authority, health and social care services.

How accessible is our school?

Our school is currently accessible at ground floor level via wheelchair ramps. Where possible classes are moved to facilitate those for whom mobility is an issue and timetables may be adapted to reflect this. Parents are encouraged to contact the school in the first instance if mobility/accessibility may be an issue (whether short or long-term) so that we can devise an individual plan to maximise curriculum accessibility. There are potential plans in 2017 to install lifts for access to the upper floors in both north and south block.

How can I get involved?

We value and welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- Parents Evenings
- Academic Progress Monitoring days
- Notes in journals
- E-mail
- Telephone calls
- Appointments made with individual teachers
- Annual Reviews (for those with an Education Health Care Plan)

The school provides information for parents through:

- Glebelands Newsletter
- Information on the website
- Open evenings
- Letters home
- Parent mail
- Information evenings (year 6 through to year 11)

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping your son/daughter to be organised for their day (including bringing the right equipment and books)
- Ensuring they attend school daily and are punctual
- Ensuring that homework is completed
- Reading the guidance sections of the journal (eg. Presentation Policy, Uniform etc and encouraging your child to engage with the school vision)
- Checking and signing journal on a weekly basis
- Attending parents meetings
- Attending any meetings specifically arranged for your child
- Keeping Form Tutor and/or Head of Achievement up-to-date with any changes/significant issues which may have an impact on your child (eg. Ill-health, bereavement, moving house, changes to domestic arrangements however temporary these may be)

You may also consider joining the Parent Forum to represent the views of students with SEN

How can your child contribute?

Students are encouraged to:

- take part in student voice activities
- attend review meetings
- contribute to target setting and reviewing

What should you do if you have concerns?

Talk to us – first contact your child’s Tutor and/or Head of Achievement or the SENCo. To achieve academic excellence, there needs to be open lines of communication with parents/guardians and we encourage parents/guardians to keep the school up to date with any changes in circumstances and alert the school to any concerns in a timely manner.

The school has a formal complaints policy which can be found on the website

What other services are available through the school?

As a school we can access a range of services including:

- Child and Adolescent Mental Health Service (CAMHS)
- Teacher advisory service
- Social Care
- School health
- Educational Psychology Service – core provision only
- Career Advisory Service

These services are contacted when necessary and appropriate, according to your child’s needs.

How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?

- We liaise with junior schools and provide additional transition support if it is needed.
- If the student has a statement or an EHCP, a transition plan will be written to support moving on to a different setting.
- We liaise with colleges to advise them of any SEN, the support we have had in place and any access arrangements for examinations.
- We discuss with students their goals and support them in applying for college placements.
- All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place.

Where can you get further information?

- The first point of contact will be your child's Tutor or Head of Achievement
- You can contact and/or arrange to meet the schools' SENCo.
- Read the SEND Policy on our school website.
- Contact parent partnership – <http://www.surreyparentpartnership.org.uk/>
- Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/
- Contact the school on 01483 542400
- Read the Local Authorities local offer <http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>
- Read the school's SEND Policy on our school website

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