

Girton Glebe SEN Information Report 2024-25

SEND Team Structure

- **SENDCo:** Laura Fitch
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Contact details

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The kinds of SEND that are provided for

Girton Glebe Primary School currently provides additional and/or different provision for a range of needs. Currently, 17.6% of students have an identified special educational need. Within this cohort, we have 11 children who have an Education, Health and Care Plan (EHCP).

The four categories of need that are provided for at Girton Glebe, as outlined in the SEND Code of Practice (6.28-6.35), are as follows:

1. **Communication and Interaction (C&I)**
2. **Cognition and Learning (C&L)**
3. **Social, Emotional and Mental Health Difficulties (SEMH)**
4. **Sensory and/or Physical (SI/PI)**

Some students may have secondary needs. In addition, some students will have additional needs which may affect their educational progress and attainment but do not mean they have special educational needs or disabilities. For example: Having English as an additional language (EAL) or Receiving the Pupil Premium Grant (PP). Poor behaviour is not identified as a need – the school considers this as a response to an underlying need that the school will seek to identify and address.

Local offer

The aim of the Local Offer is to improve choice and transparency for families. It also provides information on services and provision in the local area.

Cambridgeshire County Council's Local Offer of information and services available in the area for children and young people aged 0 – 25 who have special educational needs and/or disabilities is available here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Identifying pupils with special educational needs

Student progress is measured and assessed throughout the child/young person's school career. This allows the school to identify those who may need additional support as early as possible.

Students are assessed across the curriculum, with data being collected on a termly basis. This data is reviewed and analysed by the Senior Leadership Team and SENDCo, enabling any concerns to be swiftly identified and acted upon. This termly review ensures all school leaders are fully informed about SEND student progress, the provision currently in place and any future provision that may be needed.

The referral process is well-established at Girton Glebe. Teachers can refer students they believe need additional support to the SEND department. This supports early intervention. Concerns may also be raised to the class teacher, via the parents.

Assessing and reviewing the progress of pupils with special educational needs

At Girton Glebe Primary School, we use the graduated approach of 'Assess, Plan, Do, Review' to assess progress. (See SEND Code of Practice 2015).

Should a student be identified as needing additional support, the APDR process is initiated. This involves the initial assessment of the student's needs, followed by planning of intervention/support. The Plan is then implemented for at least 6 weeks before being reviewed.

Once a minimum of 2 Cycles of 'Assess, Plan, Do, Review' have been completed it may be appropriate to request an EHC needs assessment. This depends on the student's level of need and the progress made after the APDR cycles. Students and their families are involved in all stages of these discussions. Parents/carers can also request an EHC Needs Assessment independently.

Teaching pupils with special educational needs

At Girton Glebe Primary School, we believe that high quality teaching, appropriately differentiated or adapted for the diverse needs of all learners, is the first step in responding to possible special educational needs. All students study a broad and balanced curriculum. Lessons are planned, structured, and delivered to promote engagement and to enable all students to be successful. Teachers have high expectations of all students and use a range of teaching strategies to ensure all can succeed.

Understanding is checked throughout lessons through a range of activities such as directed questioning, short answer tasks and completion of written work, alongside end of term and end of topic assessments.

At Girton Glebe we offer pastoral support throughout the day as required. Teachers and support staff build positive relationships with pupils to promote and encourage engagement with learning throughout the school day. The nurturing ethos at our

school ensures that all students feel involved and supported in school life. We have a thorough PSHE curriculum which covers a wide range of topics including celebrating difference, fostering independence, personal responsibility, and positive relationships. All students, including those with SEND, access this curriculum.

Providing extra support and provision to children with special educational needs

Targeted interventions are used to help students who need additional support, above and beyond the class teacher's high-quality teaching, to make progress. Targeted provision is usually a more formal style of support and may include an evidence-based intervention, depending on the needs of the child. We typically inform parents when children are beginning an intervention programme as we find that positive parental support makes even more difference. We review the effectiveness of our interventions with rigor and will not proceed if they are not fruitful with a particular individual.

Intensive provision is when targeted support has not been effective, and we need the help of outside agencies such as the Speech and Language Team (SALT), the Specialist Teaching Team (STT) and Education Psychologists (EP).

Where appropriate, provision is mapped and evaluated using baseline data and completion of follow up testing post-intervention.

Our provision map, with details of the types of interventions used at Girton Glebe, can be accessed here: <https://girtonglebe.com/equality/>

Training of staff in relation to SEND

All staff at Girton Glebe are trained to support learners with additional needs. There is a regular training programme, focusing on specific areas of need and how to support individuals in lessons. In addition, staff are offered additional online qualifications throughout the school year.

Teaching Assistants at Girton Glebe complete courses for key areas of need and refresher training regularly.

How SEND equipment and facilities will be secured

Funding for learners with SEND is provided as part of yearly notional SEND funding to the Academy. Funding is received for students with Education, Health and Care Plans from Cambridgeshire County Council. Last academic year, this funding was used to provide: literacy interventions; Teaching Assistants; physical resources such as overlays, coloured paper, adapted PE equipment; 1:1 and small group interventions.

Involving parents and students

At Girton Glebe we believe that support for students with SEND should be a co-

production between parents/carers, the school, and the student.

Parents of students with SEND are offered three meetings with their child's class teacher each year as part of the school parents' evening cycle. Ahead of these meetings, teachers share the child's APDR plan so that these can be reviewed prior to the meeting in order to allow ample time for discussion. If a child has an EHCP, parents are offered three additional meetings as well as the parents evening meeting.

Students and parents/carers are supported to give their views before and during EHCP annual review meetings and when reviewing their SEND provision. In addition, the team operates an open-door policy encouraging students and parents to speak with staff as well as offering telephone and email contact whenever required. We comply with GDPR and Freedom of Information guidance.

All students at Girton Glebe have the same opportunities to participate and give views via the school council and regular in-school questionnaires/surveys. For students who need more support for such activities, this is done through intervention from Teaching Assistants. Similarly, opportunities to participate in activities outside school are signposted to all learners.

Transitions

At Girton Glebe we are aware that students need support with the transition from preschool to primary and from primary to secondary education, particularly those with SEND.

We work closely with SENDCos from local preschools and secondary schools to put in place transition plans and activities. Transition planning for primary-aged students with EHC Plans starts in year 5, with the SEN Team inviting secondary school SENDCos to attend Year 5 annual review meetings for students intending to join their settings in year 7. The transition process continues into Year 6. We provide information-sharing meetings with secondary SENDCos; parent meetings; 1:1 meetings; small group tours for students and parents; SEN team visits to meet students in preschool settings; sharing of transition materials. For students with the highest level of need, bespoke transition packages are put in place to ensure a smooth transfer of provision from preschool to primary and primary to secondary school.

Once students join Girton Glebe they are supported in getting to know the school through involvement in a range of activities alongside their class. One-page student profiles enable staff to understand and meet the needs of their students. These profiles are compiled by the SEN Team in partnership with parents/carers and the student. All parents/carers of students with SEND are contacted by the SEND Team to initiate home-school communication and begin building a positive relationship.

External organisations

At Girton Glebe we work with a range of external organisations and agencies to ensure appropriate support is in place. Parents and students are involved in

accessing this support, which includes:

- **Education Services:** Virtual School for SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology and Specialist teaching team
- **Health Services:** Just One Number – 0300 300 0123, Speech and Language Service, Occupational Therapy, Children and Adolescent Mental Health Services (CAMHS)
- **Social Care Services:** Short Breaks, Early Help Team
- **Third Sector Services:** Relate, Young Carers

Policies and further information

The policies listed below can be accessed here: <https://girtonglebe.com/school-policies/>

- SEND Policy
- Supporting pupils with medical needs
- Admission arrangements
- Accessibility statement
- Safeguarding policy and procedures
- Behaviour policy
- Complaints procedure
- Equality Statement

Additional Support for Parents

Free confidential and impartial information, advice and support is available from SENDIASS

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

or KIDS dispute resolution service 03330 062835; senmediation@kids.org.uk; www.kids.org.uk

If you are not happy with the provision made available to your child, please discuss your concerns with the SENDCo (contact details above).

To make a complaint please follow our complaints procedure.