



Glen Hills Primary Local Offer

1. SEND Provision

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. Glen Hills Primary School is a mainstream setting. Glen Hills School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the Local Authority (LA) 's admissions policy.

Glen Hills strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

2. Information about setting/policy for identification and assessment

The SENDCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- the day to day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- liaising with parents, support staff and other external agencies.
- maintaining the school's SEND files and record.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff training.
- managing the budget for SEND in conjunction with the Head teacher.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Glen Hills has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice and extended through our methods of provision. These stages are: School monitoring, SEND Support and Education Health and Care Plan (EHCP).



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The first stage is a school based stage where it is anticipated the needs of pupils can be met through school based provision. Where pupils at this level are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the school's systems of assessing, planning and reviewing progress. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities, and that the majority of children will lie at the School monitoring and SEND Support Stage. Glen Hills's arrangements for implementing levels of action are guided by the LA's document 'Criteria for Placement'. Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Coordinator, complete a Registration of Concern. Initial action is taken to address those needs and concerns and progress monitored carefully.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Causes of concern for classroom teachers and parents might be:

- Reading:** reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.
- Language:** speech lacks structure; vocabulary is limited; poor understanding of spoken or written language; lack of expressive language skills.
- Speech:** speech sounds are unclear and when writing, spelling is affected; reluctant to talk to peers or adults.
- Listening Skills:** finds responding to instructions difficult and is unable to sit and listen for any period of time.

Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.

- Writing:** child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year 1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- Spelling :** assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.



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- Maths skills:** needing to work at a level below their chronological age in the Maths National Curriculum and/or Standardised score 87 or below.
- Social skills:** cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- Emotional mental health needs:** acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- Co-ordination skills:** significantly delayed fine and gross motor skills; poor co- ordination in PE or movement.
- Personal organisation:** significant difficulty in managing personal belongings and loses equipment on a regular basis.
- Medical:** general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- continues to make little or no progress in specific areas over a long period.
- continues working at a level substantially below that expected of children of a similar age.
- continues to have difficulty in developing English and Maths skills.
- have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The class teacher, having already completed a registration of concern, will gather relevant evidence and meet with the SENDCO to establish the 'school intervention' stage. A decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern, strengths, home support targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded. The pupil will not necessarily have personal targets as the pupil's needs will be met through class layered target setting and SEND Support intervention targets.

A pupil with an SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including



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more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEND of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken to inform the LA decision. The LA considers the need for an EHCP and arranges, monitors and reviews provision.

3. Setting policies for making provision

a) How provision is evaluated

Glen Hills has a Special Educational Needs Development Plan. Each year the SENDCo will focus on certain areas of provision to Monitor and Evaluate and the outcomes are shared with all stakeholders and help to formulate the contents of the SEND Development Plan where improvements need to be made and staff training need to be planned. These areas include policy, pupil progress, the quality of target setting, quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development, accommodation and environment.

The SEND policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENDCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- Feedback from parent and pupil questionnaires.
- Parental requests for the school to be named on the pupil's Education Health & Care Plan.
- OFSTED inspection reports and SEND audit processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENDCo/Head teacher
- Adjustments in budget allocation to reflect changing needs
- The number of pupils for whom a EHCP is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.

b) Arrangements for assessing and reviewing progress.

All children who are being school monitored have a termly review of progress of whether provision and interventions are having a positive impact on progress. All



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children on the SEND Support Record have a termly review and a review meeting will be arranged with Parents/carers where necessary. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENDCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, Learning Support Assistants and class teachers and new ones prepared in advance in preparation for new staff.

This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition there is an Annual Review meeting held to review the EHC plan involving all stakeholders.

It is the policy at Glen Hills to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Individual Education Plans. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

The SENDCO tracks the progress of all the pupils on the SEND Record or the Record of Concern each term through:

- Analysing data and teacher assessments
- Intervention programme monitoring sheets
- Pupil target reviews
- Small steps trackers
- External agency reports.

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENDCO will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and how long for. It outlines which pupils will be engaged in which intervention programmes. All support staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by class teachers to operate at a time that is least disruptive to their classroom learning.

Glen Hills has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Each term parent interviews are planned where the pupils current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet.

Reports twice a year indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.

c) Teaching pupils with SEND

All pupils are taught in classes arranged by age but there is provision for teacher-led inclusion groups for specific numeracy and literacy teaching in Years three, four and five.* Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.



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- Differentiated provision within a mixed ability setting.
- Inclusion groups*
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver the curriculum.
- Clear guidelines on behaviour with a structured reward and sanction system.

There is a professional development plan to ensure all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. An examination of support staff skills is carried out each year to make sure that skills are matched to the pupils' area of need when mapping provision for individuals or groups of pupils.

The school outlines its provision in three stage; Universal provision (provision available to all pupils in school), Targeted Support (provision made for pupils who made need some additional support or intervention to attain at age appropriate levels) and SEND Support (provision for pupil on the SEND Record). Pupils receiving SEND Support with a higher level of need may have an SEND Support Plan. This Plan will include contributions by the parent and pupil about their needs, contributions from external agencies such as social care or health agencies or Educational Psychologists. This plan is used as working document to support the child's needs in school and is reviewed each term.

Staff provide the SENDCo with timetables which detail when interventions, support programmes and in class support is happening. Pupils with an EHCP have individual timetables which outline the provision they receive.

d) Adapting the curriculum and learning Environment

The aims of Glen Hills Primary School are based on the values derived from the Statement of Principles adopted by the D of E Code Of Practice for SEND. The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access.

We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. All class teachers are aware of their responsibilities to all pupils including those with SEND in their class. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class. All planning demonstrates differentiation to meet the learning needs of all pupils. A range of learning styles; linguistic, visual, auditory, kinaesthetic, interpersonal and personal are also identified and recorded in planning. It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will provided by the Learning Support Assistants. Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and



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strategies including talk work and 'talk partners' so learners are able to support each other. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other

e) Additional support

At Glen Hills, pupils who are under School Monitoring and who are on the SEND Support Record will have additional support which is outlined in the SEND Provision Maps. By monitoring pupil progress through the systems outlined in section 3a) the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups
- Physical development programmes to support fine and gross motor skills
- Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

Classes have access to a Learning Support Assistant (LSA) and the class teacher liaises with the LSA to plan support programmes appropriately. Classes where there are higher levels of need will receive more Learning Support Staff support than those that have less. The level and frequency of support will depend on the individual level of need.

f) Available activities

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities, on the School Council and Eco Committee. The School has a very inclusive ethos and there is an Inclusion Policy and Development Plan in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra- curricular activities and clubs. Where there is a financial implication pupils in receipt of pupil premium will be subsidised by the school to enable them to attend.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide 1:1 support for pupils with a high level of need at playtime/lunch times.

g) Support for SEMH

There is the opportunity at every staff meeting where concerns over any pupil can be shared with staff to heighten awareness and develop a whole school approach to meet needs.

The school has a clear behaviour policy which is followed across the school for



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consistency. The pupils are aware of the reward systems in school but also of the sanctions. Pupil attitude surveys outcomes that pupils are positive about their learning and enjoy coming to school. Where there are pupils with very specific difficulties in relation to Social, Emotional and Mental Health Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as whole school approach. Glen Hills liaises with external agencies such as Social Care and the Psychology services to access training to support individual needs.

Glen Hills School has developed a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. The agreement about the administration of medications has been drawn up and staff with permission will administer medicines at certain points in the day. These are stored in a fridge in the staff area.

The school has two access points both of which are securely gated and monitored by security cameras. All entrances to the school are protected by security locks and visitors need to request access via the main school office. All visitors are required to sign in and are provided with a visitor badge.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Glen Hills School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are well represented, proportionately, in after school activities, on the School Council and Eco Committee.

4. Name and contact

The Special Educational Needs Coordinator at Glen Hills Primary School is Mrs Rachel Cole

office@glen-hills.leics.sch.uk Tel: 0116 2782535

5. Expertise, training and how expertise is secured.

All staff, including support staff, have attended training on Specific Learning Difficulties, Autism and Social, Emotional and Mental Health. All staff have then been able to use adjust their classroom practice using strategies, ideas and resources to support all learners, including those with SEND.

Staff working with pupils with highly individualised needs have had specific training from external agencies in Autism, and Social and Communication skills, Occupational therapy



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programmes, Speech and language skills and Visual Impairment.

Glen Hills can refer to the local school nursing team. Health referrals are made to the Leicestershire NHS Partnership Trust. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'Early Help' when deemed appropriate. We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and the Autism Outreach Team.

6. Equipment and facilities

The school is built on one level. The school can offer wheelchair access and disabled parking via the front entrance through the main hall and has a disabled toilet. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENDCo would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available.

7 Parental Involvement

Glen Hills Primary School is a mainstream setting. Glen Hills School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with our admissions policy.

It is the policy at Glen Hills to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Personal Target Setting. Parents will be invited to termly review meetings. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

Permission will be requested from parents before the school requests any involvement from external agencies.

Glen Hills has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Each term parent interviews are planned where the pupils current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet. Reports twice a year indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.



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8. Involving pupils

Pupils are engaged well in their learning and have a positive attitude towards school. A pupils

Attitudes survey is carried out in as part of a cycle of Monitoring and Evaluation. The most recent monitoring showed there is a high percentage of pupils who enjoy coming to school, the pupils said their lessons were exciting and interesting; are motivated to work hard knew where to find next steps to improve in books; Pupils feel confident about joining in with class discussion, know what their class or personal targets are or where to find them; attend school clubs and feel confident about completing homework tasks.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Glen Hills School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

9. Treatment of complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENDCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENDCO or Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents may complain to the governors, our SEN Governors is currently awaiting to be confirmed. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

10. How the governing body involves other bodies.

The governors will seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. External agencies such as health and social services bodies, local authority support services and voluntary organisations will be approached, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Contact with such agencies will be made via our internal controls and by the using sendirect.org.uk as appropriate. (See further details below)

11. Contact details of Support services

The SENDCo: Mrs Rachel Cole Tel: 0116 2782535 is able to support parents in accessing or providing contact details for other support services. Glen Hills Primary School already works closely with a range of external services

- Speech and Language Therapy Service
- Educational Psychology service



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- The Hearing Impaired Service
- The Autism Outreach team
- The Outreach Support team at Birkett House
- Social Care
- Leicestershire NHS Partnership Trust via the child's GP
- Early Help
- Occupational Therapy service
- Physiotherapy Service
- Inclusion team

There are available to parents other support networks such as Dyslexia Action and SENDiASS which provides impartial advice to parents of children with SEND. There will also be information about services which parents can access to support their child on the SENDirect website www.SENDirect.com. This website advertises service providers to support parents/carers and educational settings of children with Special Educational Needs.

12. Arrangements to support transfer between phases.

A common system of record keeping and communication is established with our feeder settings and South Wigston High School (and other Secondary Schools) to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- Our EYFS teachers visit all new starters to the school in the summer term before admission in their early years setting. Parents and early years providers are asked to provide details about the pupils' progress strengths weaknesses and any Special Educational Need or Disability. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENDCo prior to starting school.
- The SENDCO from South Wigston (or other Secondary school) is invited to the Annual Review of a child with a EHCP, in the Autumn Term, which precedes transfer (Year 6).
- In the term before transfer the transfer school's SENDCO meets with the Year 6 teachers, Year 6 children with SEND and Glen Hills SENDCO to discuss and prepare for transition.
- Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.
- The SENDCO's from the Symphony Group of schools meet at least termly to monitor and discuss any issues or national initiatives about SEND.

13. Information on school/college contribution to the publication of the local authority's local offer.

Glen Hills has published our SEND information upon the schools website and details can be found

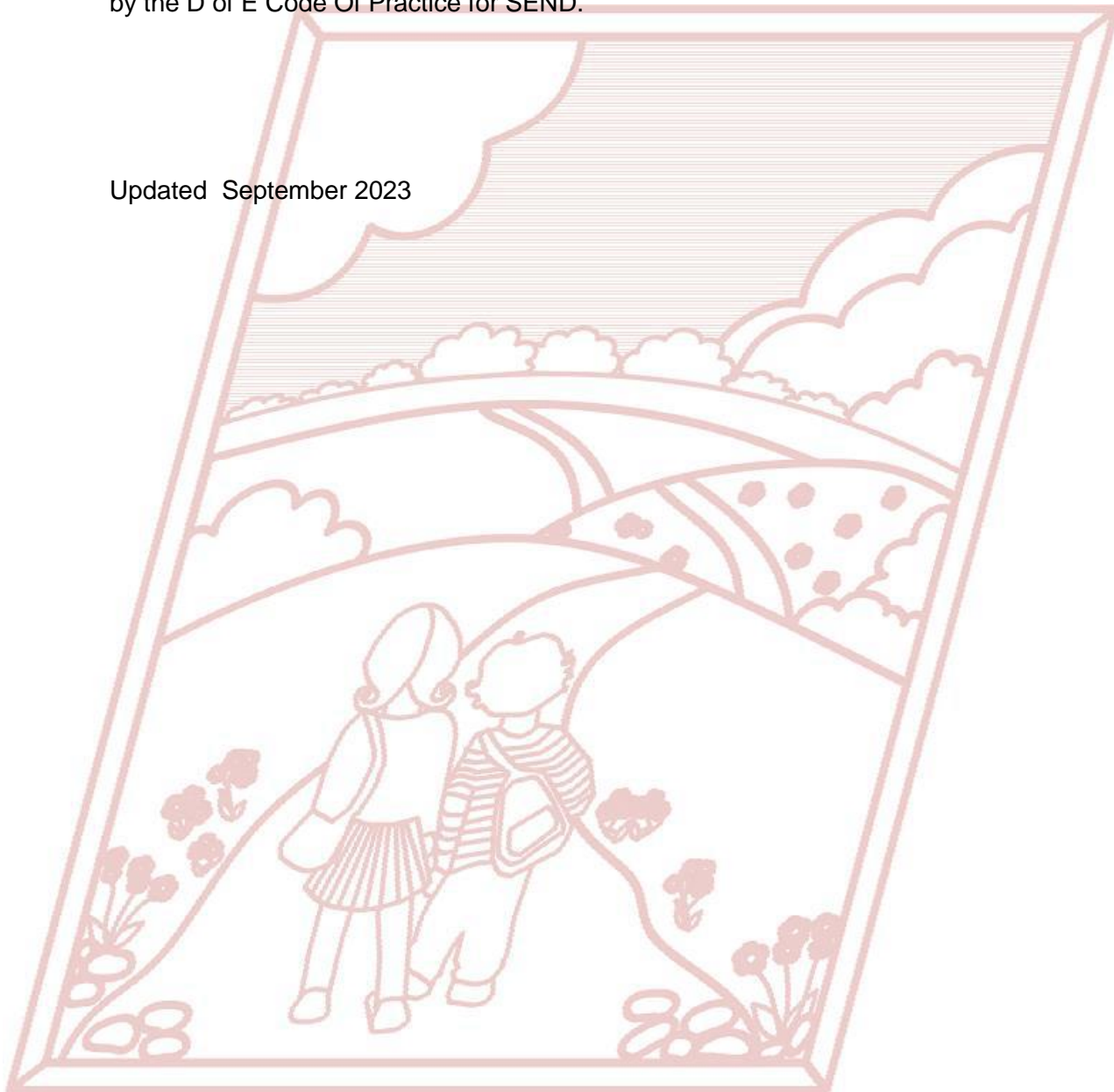


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within our SEND section under “local offer,” We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: www.glen-hills.leics.sch.uk

Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire’s local offer regarding SEND can be found at www.leics.gov.uk. The aims of Glen Hills Primary School are based on the values derived from the Statement of Principles adopted by the D of E Code Of Practice for SEND.

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