The Glenvale CE Primary School

Special Educational Needs (SEN) Information Report 2026

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs (SEN) support works in our school.

If you want to know more about how we support our pupils with additional needs, read our SEND policy.

You can find it on our website https://www.glenvaleschool.co.uk/Policies/

Please note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school is inclusive and we welcome pupils of all abilities. We work closely with our families to support pupils that have additional needs. We support pupils within these areas of need;

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

2. Which staff will support my child, and what training have they had?

Our SENCO is Mrs Toni Spencer

Toni is working towards the Award for National Special Educational Needs Co-ordination.

Our SENCo is allocated one day a week to manage our SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Our whole staff team have undertaken emotion coaching training

Teaching assistants (TAs)

We have a team of ten TAs, who support our pupils.

We have ten teaching assistants who are trained to deliver interventions such as phonics, handwriting, maths, drawing and talking.

External agencies and experts

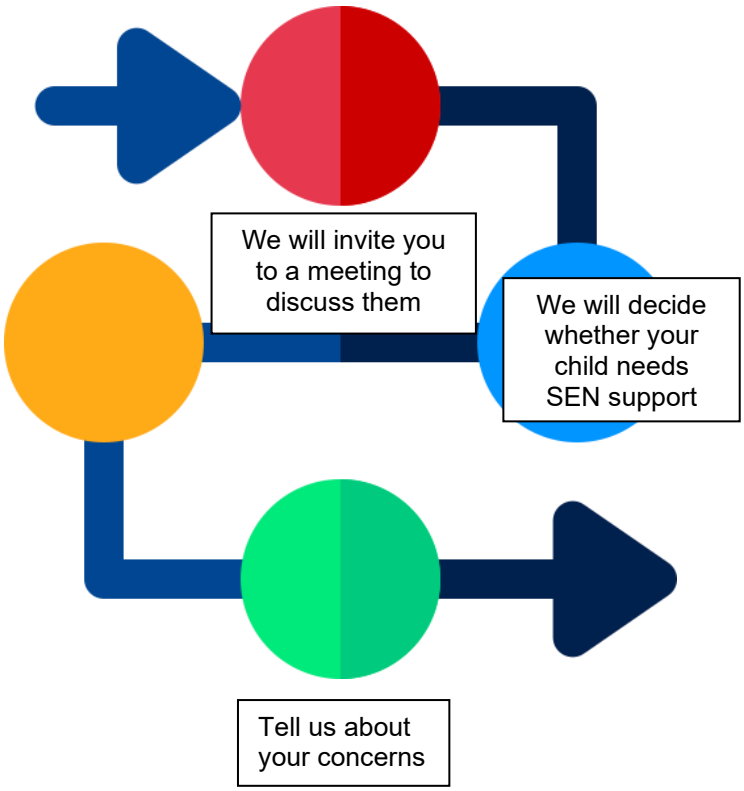
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Specialist support service (SSS)
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Inclusion partnership team
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

At The Glenvale CE Primary school, we recognise that you know your child best, and we want to work with you to support them to be successful. We want you to be involved in your child's the journey and if you are concerned about their progress, please let us know.



4. How will the school know if my child needs SEN support?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can email them directly, or you can speak to them at the end of the school day.

They will pass the message onto our SENCo, Toni Spencer, who will be in touch to discuss your concerns.

You can also contact the SENCo directly, senco@glenvale.PDET.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's SEN file. If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND Register.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available data.

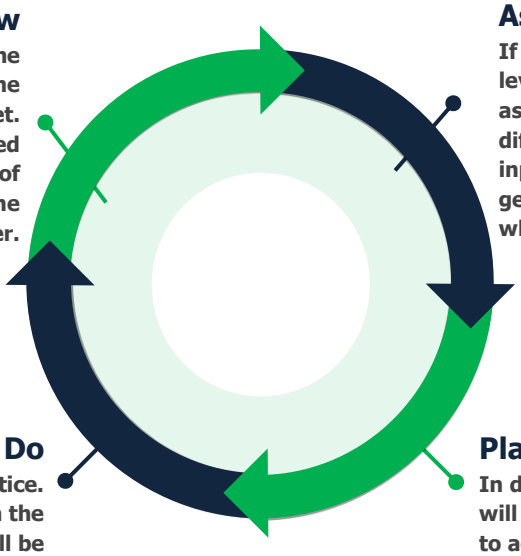
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you and the class teacher to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. (ADPR)



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly updates on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support, where needed.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Share their feedback, a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Utilising our ordinarily available provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is prescribed as part of a care plan and appropriately funded
- Teaching assistants will support pupils in small groups when this best supports their needs.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction **For example,**	Autism spectrum disorder (ASD)	Visual timetables Social stories Work stations, if appropriate
	Speech and language difficulties	Speech and language therapy
Cognition and learning **For example,**	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, pencil grip, word mat,
Social, emotional and mental health **For example,**	ADHD, ADD	Quiet workstation, access to the sensory room
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical **For example,**	Hearing impairment	Reduced noise area, quiet space, clear speech for instruction
	Visual impairment	Limiting visual displays, yellow markings, clear signage
	Physical impairment	Accessible environment

These interventions are part of our contribution to North Northants local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their individual targets each term

- Reviewing the impact of interventions regularly
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in key stage 2.

All pupils are encouraged to take part in sports days and school events

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children are able to start at The Glenvale CE Primary School in the September following their 4th birthday. Applications for reception can be made in the autumn term. The deadline is 15th January. Parents will be notified of their allocated school on 16th April (or next working day). Applications must be made through the local authority where you live.

In order to submit an application, please refer to the local authority's website.

If your child has an EHCP and would like to join our school, you should contact the local authority EHCP case worker, who would then consult with our school to assess if we could met your child's needs, to avoid a prospective pupil being unfairly disadvantaged. A pupil with an EHC plan will be admitted before any other places are allocated, once it has been determined that we can meet your child's needs.

13. How does the school support pupils with disabilities?

The Glenvale CE Primary School aims to treat all its pupils fairly and with respect. The Glenvale CE Primary School is committed to ensuring that its policies and practices are designed to provide access, rights and support according to individual needs. The teaching and learning, achievements, attitudes and well-being of all our children are key. We encourage all our children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs. The ethos and atmosphere at The Glenvale CE Primary School is one which shows respect to all persons entering the school. This involves providing access and opportunities for all pupils without discrimination of any kind, of which is supported by our accessibility plan, which can be found on our website under our 'Key Info' tab and then 'Policies' tab.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and all junior leadership opportunities
- Pupils with SEN are also encouraged to be part of before and after school, and lunchtime clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by regular opportunities to gain the voice of the child.
- We run a nurture club for pupils who need extra support with social or emotional development at lunchtimes
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring that all pupils are aware of our approach, they live out our values and are kind and supportive of each other. Pupils are supported with a restorative approach when they need extra support.
- We are able to access external supports to or pupils where we feel they would benefit from this, by way of a referral e.g CAMHs

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between year groups

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will liaise closely with the new school, to share the information that will support a smooth transition and how your child lies to be supported.

Between phases (for primary schools)

The SENCO of the secondary school will make contact with our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Toni Spencer, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The Glenvale CE primary school prides itself on its positive relationships with our parents and are happy to support you and your child. Should you feel that we have not met our high standards, we would like to know about it so we can address this.

Complaints about SEN provision in our school should be made to the class teacher, in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

You can access the schools complaints policy here;
https://www.glenvaleschool.co.uk/Policies/

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you should try to go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at North Northants local offer. North Northants publishes information about the local offer on their website:

https://localoffer.northnorthants.gov.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages