GLEBELANDS PRIMARY ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2026-27

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INTRODUCTION

As an academy within the Diamond Learning Partnership Trust (DLPT) out intent is to ensure that all pupils, including those with Special Educational Needs, receive a high-quality, inclusive education that enables them to thrive.

Through high quality classroom teaching, the Trust and academy aim to identify needs early, remove barriers to learning, and provide personalised, evidence-based support. The curriculum is ambitious and accessible to every child, and partnerships are strong.

KEY ACADEMY STAFF

The first point of contact for any concern should be your child's class teacher.

All staff listed below can be contacted via the academy office:

NAME	ROLE
Alexandra Straker	SENDCO
Angela Wood	Headteacher
Jo Fiabane	Pastoral Lead
Nicola Folwell	Deputy Headteacher
Angela Wood	Safeguarding Lead
Jonathan Lewis	Trust

WHAT KINDS OF SEND ARE PROVIDED FOR?

TYPE OF NEED	**EXAMPLES**

Communication and Interaction	Speech, language, and communication difficulties. Autism Spectrum Condition (ASC). Low levels of receptive language. Difficulty in understanding and processing language. Individual communication systems, for example PECs.
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia. Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination. Moderate learning difficulties. Low levels of working memory. Difficulty processing information, making decisions and problem solving.
Social, Emotional, Mental Health (SEMH)	ADHD. Low levels of self-esteem which may lead to behaviour that challenges. Anxiety and depression. Behavioural difficulties. Developmental trauma.
Sensory and / or physical needs	Visual or hearing impairments. Physical disabilities. Epilepsy.

HOW ARE SEN/D IDENTIFIED AND ASSESSED?

Baseline assessments and observations are carried out as appropriate / as needed. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

- Is significantly lower than that of their peers starting from a similar baseline.
- Fails to match or better the individual's previous rates of progress.
- Fails to close the attainment gap with peers despite intervention.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

At our school, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

- Liaison with parents / carers.
- Prompt handover of previous SEND information.
- Evidence they require sustained classroom adjustments.
- Diagnostic information, for example ASD diagnosis.
- Transition information, including handover from / to support staff.
- The Early Years Journal.
- Early Years baselines.
- Pupil voice.
- Boxall profiling.
- GL assessment e.g. Dyslexia screening.
- Reading assessments, for example FFT.
- The school's reading scheme.
- Phonics progress and screener.
- Blank's levels assessment.
- Speech screening.
- Teacher assessments.
- Regular pupil progress meetings.
- Attendance and behaviour analysis.
- Referral for specialist advice.
- Clinical psychologist diagnosis.
- Health diagnosis through a paediatrician.
- Bell Foundation for pupils with English as an additional language.

HOW ARE PUPILS / STUDENTS AND PARENTS / CARERS CONSULTED AND INVOLVED?

Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parent / carer concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps required.

Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support. Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example speech and language therapy or educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

Parents and carers are consulted and involved through:

- Morning / afternoon handovers.
- School reports.
- School communication systems for example Class Dojo.
- Parents' meetings.
- Consultation during Assess, Plan, Do, Review processes.
- Communications to confirm pupils moving onto and off the SEND register.
- Telephone / emails through the school office.
- Discussing and giving permission for external referral, for example to Early Help.
- Application for statutory assessment if required.

Where a pupil's provision is highly adapted, with reduced access to the chronological classroom, parents and carers will be informed of the offer, the reason and the length of time the provision will run for, and consent obtained.

HOW THE ACADEMY ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

The academy uses a wide range of monitoring systems to assess the impact of all teaching and interventions. These include:

- A tracking system to monitor children's progress against national/age expected levels and targets.
- Insight
- Phonics tracker
- Ready to Learn OT pack
- School reading scheme assessments
- NFER
- PHAB test
- BVPS test
- Sandwell tests
- Observations
- Early Years framework
- Liaison with parents / carers for example to monitor the 'let-down' for an autistic pupil after school.
- Re-admittance actions following any suspension or internal pastoral consequence.
- Ensuring all pupils have access to mainstream learning.

SUPPORT FOR TRANSITION

The academy liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the summer term annually, which allows pupils to experience the new academy environment and meet new staff.

The academy has an open evening and parents / carers are warmly invited to attend the evening and any subsequent open days, to support families in making decisions about their child's schooling.

Pupils are supported to join and leave the school through a range of strategies, including:

- Social stories / tours.
- Enhanced transition opportunities where needed.
- Close liaison with the previous setting.
- Welcome tour / induction.
- Reduced timetable/ phased start, if appropriate
- Discussions regarding deferrals with parents, where appropriate
- Home visits.
- Transition booklets sent home, for parents / carers to share and reinforce.
- Baselining on intake.
- Buddy system.
- Prompt transfer of any SEND files or plans onto Academy templates, shared with staff.

Where a child has additional needs, these will be communicated to the receiving educational provider. As with all children, relevant safeguarding files will be passed to the child's new academy at the point of transition.

HOW PUPILS / STUDENTS WITH SEN/D ARE TAUGHT

In line with SEN Code of Practice Jan 2015, our school believes that "all teachers are teachers of pupils with special educational needs". As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.

Staff receive a range of high-quality training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. Quality First Teaching and inclusive classroom practice is a high priority at the academy.

Teachers are supported by the senior leadership team and members of the SEND team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

Where a pupil is joining the school and specific training is required, for example for a medical need, staff will be trained in advance of their start date, and a DLPT Health Care Plan completed.

Teachers are responsible for the children and young people in their class. High quality teaching and minimal classroom adaptations support staff to identify and meet pupil need.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Teaching Assistants are deployed in a range of ways, including:

- In-class support.
- Phonics interventions.
- Specific interventions, for example speech sounds or Attention Autism.
- Support for regulation and well-being.

The Trust hosts the Local Authority's ERB: The Lighthouse at Wintringham. Guidance and admissions are agreed with the LA.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEND

Teachers are expected to plan work pitched at an appropriate level so that all pupils can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed work is individually scaffolded.

In addition, staff work hard to:

- Scaffold the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style.
- Adapting resources, for example large print for pupils with visual impairment, a microphone and hearing loop for those with a hearing need.
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.
- Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.
- Scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.
- Ensure classroom displays are low stimulus and relevant to the learning.
- Support children in knowing and meeting their APDR targets.
- Support the emotional wellbeing and regulation of pupils, through strong relationships.

The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy's community change.

STAFF EXPERTISE

Staff are well trained and there is a variety of expertise available at the academy. The following qualifications are available within the school. Interventions and accommodations can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- National Professional Qualification for SEN Co-ordination.
- Level 1, 2, 3 Teaching Assistant qualification.
- Boxall profiling.
- SALT programmes.

- Autism Bucket.
- Training for individual pupil needs.
- Relevant first aid and medical training.
- Trauma informed practice.
- Cambridgeshire Therapeutic Thinking
- Neurodivergence.
- Identification of SEND.
- Makaton.
- Social stories.
- Breakfast club.
- After school booster or support.
- Emotional regulation.
- Total Communication approaches.
- Lego therapy
- Certified ELSA staff
- Forest school/ outdoor/ woodland learning specialist
- Mental Health First Aid.
- In-class support.
- Core subject boosters.
- Shape Coding.
- Colourful Semantics.
- Supported lunchtime.
- Intimate care.
- Referral for Early Help Assessment.
- ELKLAN
- ERT trainers
- Scaffolding / deployment of additional adults.
- Relevant phonics scheme training.

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their goals a minimum of three times a year.
- Pupil, parents / carer and staff surveys.
- Parent / carer cafes and open sessions.
- APDR outcomes.
- Provision mapping.
- Progress reports and information arising from parents' evenings.
- Internal and external reviews of practice, including Ofsted.
- Governor visits and reports.
- School improvement visits / triads.
- Data analysis presented to Trust.
- Attendance, suspensions, etc monitoring in addition to the academic outcomes.
- Provision mapping / pupil passports leading to classroom quality assurance.
- Book looks.
- Middle leader reviews and action planning.
- Monitoring parental complaints and learning lessons from feedback.

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

Relationships between adults and children are crucial in creating a secure learning environment where pupils feel safe and supported. The following strategies support this aspect of the academy's work:

- Positive tone / body language
- Low stimulus areas within the school
- Academy core values:
- Careful planning of PSHE and SRE linked closely to matters arising locally and within the academy community, for example by reviewing MyConcern patterns.
- Clear routines and expectations.
- Pastoral support, including ELSA trained staff.
- Lego Therapy.
- Comic Strip Conversations.
- Drawing club.
- Staff welcome pupils at the start of every lesson.
- Playground Leaders.
- Reward systems.
- Consequence systems.
- Social stories to remind pupils of key rules and expectations.
- Academy trips and visits.
- Taught PSHE / SRE sessions and assemblies planned as matters arise.

OUTSIDE AGENCY INVOLVEMENT

Our school can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

- Those provided by the Local Authority:
    - Early help.
    - Specialist teachers
    - The support of the DLTPT SENDCo lead
    - SENDCo clusters
    - Educational Psychologist
    - Statutory assessment and monitoring team.
    - Children's social care.

- Those provided by Cambridgeshire Health Trust:
    - Community Paediatricians
    - ADHD team.
    - Neurodevelopmental service.
    - Physiotherapy and Occupational Therapy.
    - School nurse.
    - SALT.
    - MHST

- Alternative provision, including

Where parents / carers are accessing the Right to Choose pathway, the school will complete any diagnostic information required by healthcare professionals within a reasonable timescale.

Reports and advices from specialists will be read, considered and shared as appropriate when these are provided to school.

ARRANGEMENTS FOR HANDLING COMPLAINTS

The first point of contact would be your child's class / form teacher to share your concerns. Parents can also arrange to meet our SENDCO or Headteacher.