Glebelands
Respect and Achieve

Reviewed: September 2026
Review Due: September 2027

SEND Parent Information Report

	Questions	School Response
1	**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**	• All students coming into school are baseline tested and will be screened for dyslexic traits from September 2026. • The progress of all students is monitored regularly by the SEN Department, class teachers, subject teachers and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned. • If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher/form tutor to discuss their concerns or alternatively they can speak to our Special Educational Needs Coordinator (SENCo) or her Deputy. • The SEN Policy is available on the school website with links to the national Code of Practice.
2	**How will school support my child?**	• When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be informed. • The individual provision plan will detail what sort of provision is in place, what outcomes are expected, who is providing it and for how long. • There are a range of interventions available in our school and these will be used to support students whom we feel would benefit from these interventions. All the intervention programmes we use are tried and tested and known to support students to make increased progress. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the expected impact. • Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCo on the progress of students with SEND.

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3	**How will the curriculum be matched to my child's needs?**	• All teachers are provided with detailed information on the needs of individual students. This includes Student Support Documents for all students on the SEND register. • All staff receive training about SEN throughout the year. This includes an explanation of Quality First Teaching, catch-up or booster interventions and targeted SEN interventions. • Specific training is also provided (formally and informally) throughout the year by other professionals, for example ND advisory Team have given all staff training on supporting Neurodiversity • There is an expectation that all staff will differentiate their approaches, teaching methods. • Staff are required to highlight differentiation in their planning. This is monitored by the SLT as part of the regular cycle of monitoring and evaluation. • The assessment policy highlights how progress is measured for all students. • Staff have a clear referral route to the SEN Department for students who are not making the expected progress with Quality First Teaching or catch or booster interventions alone. • Careful consideration is given to making the learning environment accessible to all learners. This includes attention paid to acoustics and providing visual signage around the school.
4	**How will both you and I know how my child is doing and how will you help me to support my child's learning?**	• All information relating to SEN, including the Inclusion Policy and contact details for the SENCo are published on the school website. • Parents of students receiving additional support at catch-up/booster interventions are informed. • Parents are informed as soon as SEND is identified and implemented. Information is given about the nature and level of the support that is being put in place and how/when this will be reviewed. • Parents are informed of the progress made with provisions/interventions and learning targets at regular points throughout the academic year. • Parents are automatically invited to all EHCP reviews. • Written reports to parents give information about progress (3 times a year) • Parents are provided with specific information, courses etc. relevant to the situation.

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5	**What support will there be for my child's overall wellbeing?**	• The ethos of the school is that the whole student is important, not just their academic success, but their emotional and physical well-being as well. Every student has a tutor who they see daily and a Head of Achievement who has an overview of their progress and can put in place support for students who have difficulties. We focus on our students' physical, emotional and mental health through assemblies, PSHE sessions and the Healthy Schools' Initiative. • Students are arranged in forms and are supported with their social and emotional development by the form tutor and Head of Achievement who have pastoral responsibility for their tutor group and year group respectively. • Our school code is based on respect – respect for ourselves, for others, for the environment and for learning. Students are rewarded by verbal praise and through the issuing of commendations, certificates and specific prizes. Students whose behaviour falls short of our expectations have a consequence from a verbal reprimand, to a detention and, where necessary, to a possible internal or external exclusion. • Every student has a PSHE lesson each week taught by a designated team of teachers. • All teaching staff are informed of the medical needs of all students. • There are trained First Aiders in school. First Aid trained office staff will administer prescribed medication and health care plans need to be completed for all students requiring medication. • The attendance of all students is carefully monitored and the school works closely with the Inclusion Officer (IO). • The student voice is important and is heard via the School Council. • Young carers are supported by a named Learning Support Assistant (LSA) and have additional opportunities throughout the year. • An Emotional Literacy Support Assistant (ELSA) trained LSA supports students with anxiety and other emotional needs. • There is a breaktime and lunchtime drop-in club for students if social interactions become too much, mainly for ASD students. LSAs run a group at breaktimes for students with anxiety and other emotional needs • Pastoral support workers support students with anxiety, emotional needs and challenges over attendance

	Questions	School Response
		• A Mental Health Support Team (under the umbrella of CAMHS) are based in school and accept referrals for additional social and mental health support – anxiety, self-esteem, phobias and issues around sleep, for example.

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6 7	**What specialist services and expertise are accessed by school?** **And** **What training are the staff supporting children and young people with SEND having?**	• All teaching and support staff have annual training in supporting students with a range of SEN as well as regular SEND updates • The school employs a SENCo, deputy SENCo, an ELSA and a CATCH-UP LITERACY LSA. There is also a team of LSAs. • The school works closely with the following agencies: Specialist Teacher for Inclusive Practice (STIP), Educational Psychologist (EP), Child Adolescent Mental Health Services (CAMHS), Language Support Services (LLSS), Speech & Language Team (SALT) and an ASD Outreach Teacher. Referral to these agencies is via the SENCo in consultation with the parents and appropriate staff members. • Where students have complex needs the school will hold multi agency meetings and invite the relevant agencies, parents and staff to formulate a plan to support the student. These plans are reviewed on a regular basis.
8	**How will my child be included in activities outside the classroom including school trips?**	• In accordance with school's policy of inclusion, no student will be excluded on the basis of their needs. • Reasonable adjustments and, where appropriate, risk assessments will be put in place to enable participation during activities outside the classroom, including school trips, and the appropriate support provided to enable the activity to be completed.
9	**How accessible is the school environment?**	• There is wheelchair access to the ground floor in all teaching blocks. • There are two disabled toilets. • There are additional grab rails on outside steps. • All appropriate rooms are carpeted to improve haptic facilities (for hearing impaired students). • Acoustic ceilings have been installed in some classrooms and we have a Soundfield system in the Main Hall. • Glebelands is committed to providing premises that are suitable and sufficient for educational purposes and to give access to a broad and balanced curriculum for all students irrespective of special needs or disabilities. • The Governing Body supports the principles and aims of the LEA's Access Strategy for Schools and will work jointly with the LEA to implement agreed objectives to meet the targets for improving access in schools.

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10	**How will the school prepare and support my child to join school, transfer to a new school or college or the next stage of education and life?**	• Liaising with Primary School SENCo's for Year 6 intake, including visits and our induction. • Additional transition visits are organized with primary schools for those who might struggle with transition • Innervate, an independent careers service, offers 1:1 careers advice to all Year 10 students. • Students from other year groups can be referred for careers advice. • Careers teacher liaises with SEN Department to ensure effective transition for all students with SEND.
11	**How are the school's / resources allocated and matched to children's special educational needs?**	• LSAs are employed to provide some in-class and small group intervention for students who have an EHCP and/ or a standardised score below 85. • The Pastoral Support team is employed to work with students who struggle to engage with school. • Our ELSA supports those students who require support with emotional needs. • Our Mental Health support Team (MHST) support students with mental health challenges, e.g. anxiety, low self-esteem, phobias, sleep challenges, low level self-harm
12	**How is the decision made about what type and how much support my child will receive?**	• An assessment is made about a student's type of need and appropriate support is put in place. For example; cognition and learning difficulties are supported through differentiated work and specific literacy interventions. • Outreach support is accessed for students with specific learning needs • Appropriate support for social, emotional and mental health challenges are discussed at regular meetings with the MHST and relevant referrals made
13	**How are parents involved in the school? How can I be involved?**	• At Glebelands we believe in working in partnership with parents so that their child makes the best possible progress they can while they are with us. The Home-School Agreement underpins this. • In addition to this, parents are invited to attend Parents' Evenings. • The school has a regular newsletter which is published once a term and information evenings. • The school has two Parent Governors on the Governing Body.
14	**Who can I contact for further information?**	• Mrs S Hearn (SENCo) via school office (01483 542400) email: info@glebelands.surrey.sch.uk