



Glastonbury Thorn School – SEND Information Report 2025/26

Who are we and what we do:

Class teacher

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying and planning the delivery of any additional support (CT may not be delivering this support)
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEND/Inclusion policy
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement transition to a new class or school

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.

Special Educational Needs and Disability Coordinator & Inclusion Leader (SENDCo): Mrs Jo Clay

- Coordinating provision for children with SEND and developing the school's SEND policy
- Liaising with a range of agencies who can offer advice and support to help pupils overcome and difficulties such as Educational Psychologists. Specialist Teachers, Speech and Language Therapists. This is always done in partnership with parents
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Ensuring that the school follow the Special Educational Needs and Disability Code of Practice (2015) which provides guidance about how we should offer a clear and structured approach to supporting children with identified Special Educational Needs

- Strategic development of the school's Special Educational Needs and Disability (SEND) Policy and inclusive provision

SEND Teaching Assistant: Mrs Sylvia Kagoro

- Supporting the SENDCo with her duties

Headteacher: Mr Jonathan Cursley

- The day to day management of all aspects of the school, including the provision made for pupils with SEND

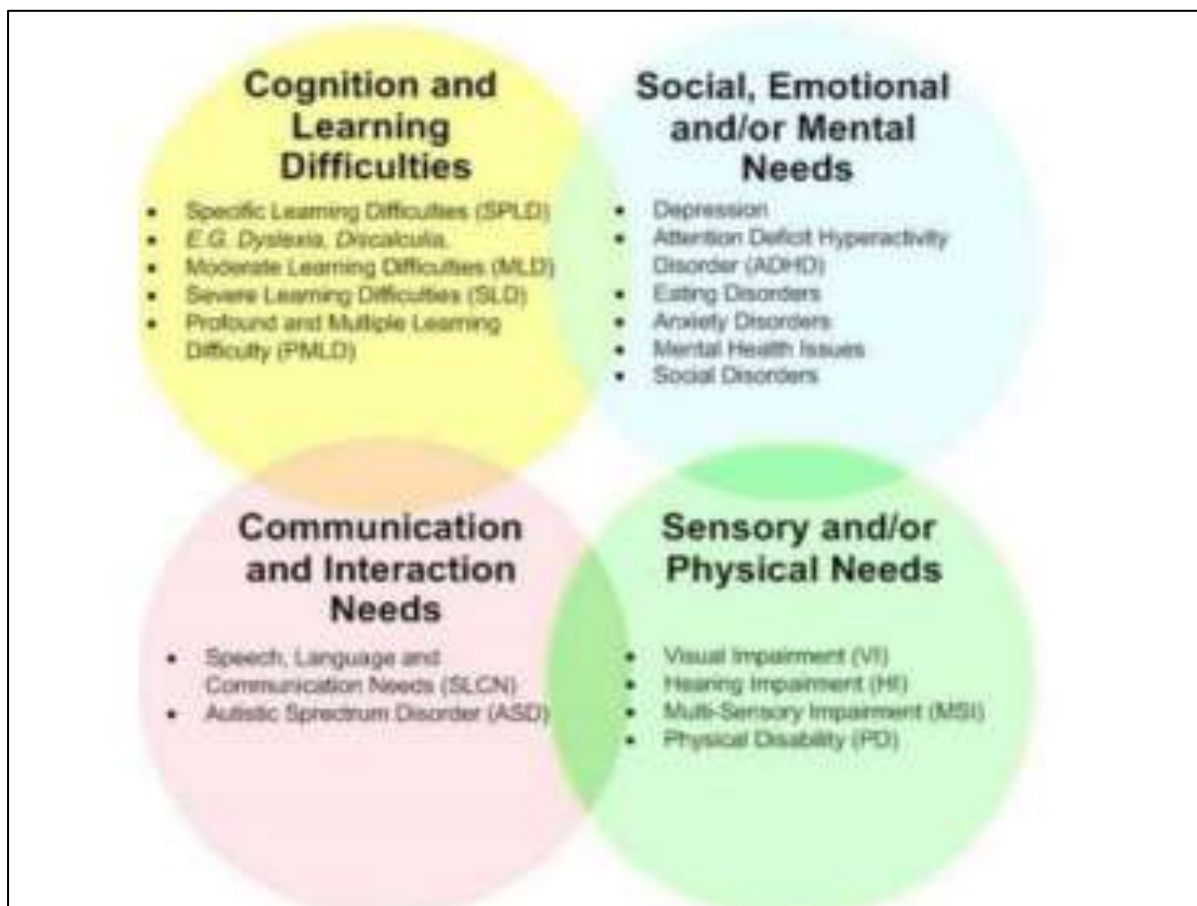
SEND Governor: Mrs Amy Egurrola

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school

Types of SEND at Glastonbury Thorn School

We cater for the four areas of need listed in the SEND Code of Practice (2015)

All children with SEND are welcome to apply for a place at our school, including those with an Educational Health Care Plan (EHCP)



Our approach to SEND

We believe all children, including those with SEND, should be given the opportunity to reach their full potential in all areas of their development.

- They are entitled to have full access to the curriculum, promoting personal development and preparing them for adult life. Individual needs should not constrain any educational entitlement.
- We believe that developing independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral parts of the educational entitlement for all children but particularly those with SEND. A key focus of the support we provide focuses on increasing children's levels of independence and their resilience.
- We place great emphasis on creating a calm, happy, sensitive, secure and nurturing environment for all of our children, including those with SEND.
- We believe all children should be given opportunities to experience success and to feel proud. Therefore, we recognise the importance of incorporating wider activities into the provision for children with SEND in addition to traditional academic learning.
- Provision for children with SEND is a matter for the school as a whole. This whole school approach to SEND means that every member of staff takes responsibility for every pupil that they teach. The SENDCO and the SEND Team, together with the Headteacher and the governing body, provide advice, guidance and support where necessary. Teaching such children is a whole school responsibility.

Our approach in practice

- Knowing our children
- Understanding their SEND
- Being prepared to try different strategies and approaches
- Thinking creatively and being solution focused
- Listening to our children, our parents and other professionals
- Working together
- Continually adapting provision to best support the child

Our SEND processes:

A) Identification of SEND

Definitions of SEND:

Special Educational Needs

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Learning difficulty

A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others the same age. These children can be initially identified as making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rates of progress
- widens the attainment gap between them and their peers

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Special Educational Provision

Special educational provision is provision needed for children to make and maintain progress that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This additional provision should not be just 'more literacy' or 'more maths' - it is more than offering targeted support or interventions personalised to gaps in children's learning, which are methods of differentiating the usual school curriculum as part of 'Quality First Teaching.' Learners requiring special educational provision need individual interventions or support strategies, particular to them, in order to address their underlying learning needs and enable or improve access to the curriculum.

Low attainment/being academically further behind or making slow progress does not automatically mean a child has SEND. Many children receive the support they need to make progress through adaptations made as part of the 'Quality First Teaching' within the classroom on offer to all children.

The different levels of additional support at Glastonbury Thorn School:

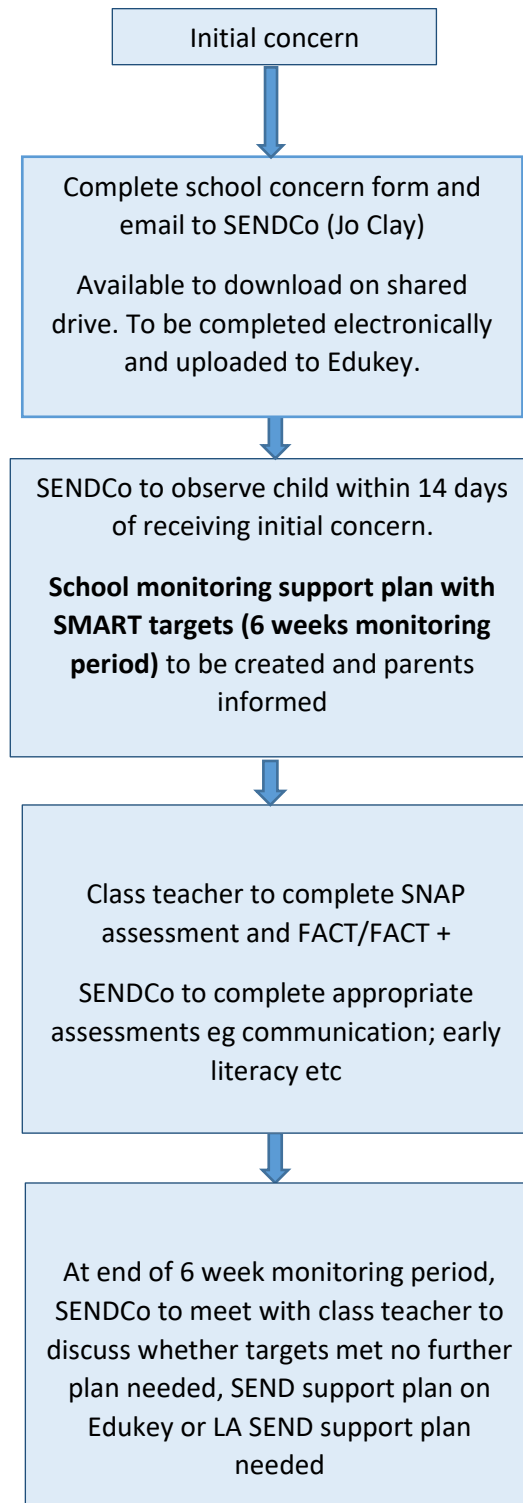
Class support	Additional strategies, support, adjustments and targeted class based interventions are put in place by the class teacher as part of quality first teaching, focusing on key areas of concern.
Class support with SENDCO involvement	Advice from the SENDCO is sought when reviews of current class support show provision is not having the desired impact on progress and on addressing difficulties and needs. Further adaptations to quality first teaching are made under the guidance of the SENDCO.
SEND support	The child moves onto the SEND register as additional provision in place is now deemed to be <u>additional to</u> or <u>different from</u> the usual class support provision that would be provided. A SEND Support provision map is written detailing the child's difficulties, the desired outcomes and the provision required for them to meet them. The plan is reviewed half termly.
SEND support with external agency involvement	The SENDCO refers to external agencies for additional advice on appropriate provision due to limited progress being made towards the desired outcomes, despite having the <u>additional to</u> and <u>different from</u> provision.
Education, Health and Care Plan (EHCP)	The local authority have issued an EHCP as the child has met the criteria for this highest level of support. The child's needs are deemed to be long term and complex, impacting significantly on progress, requiring sustained high levels of support and involvement from professionals. The EHCP states the outcomes the child needs to work on and gives detail of the provision that school needs to put in place. Details from the plan are transferred to a SEND support provision map which is reviewed half termly. The EHCP is formally reviewed annually.

What happens when a child is identified as needing additional support?

(EduKey software is used to record SEND provision and impacts)

The flow chart on the following page exemplifies the process that happen when staff and/ or parents have concerns about a child's lack of progress, engagement or about their behaviour.

The following process will be followed in order to support the progress of SEN children or children who require additional support plans.



Each SEND child should have on their profile on Edukey

- School concern form
- Observation sheet (completed by SENDCo)
- FACT / FACT+
- SNAP profile
- Plan cycles
- Provisions saved
- External paper work such as referrals, paediatric / GP notes, SALT or other agencies
- 1 page profile

School Monitoring Plan

- During initial assessment process, children to have plan created to set short term targets to focus on needs.
- Class teacher to create plan with assistance from SENDCo if needed.
- Plan to be saved to Edukey. Parents MUST be contacted given electronic log in.
- Parents MUST leave acknowledgment and / or comment.
- Plans MUST be reviewed and updated according to school calendar.
- This should be a short term, one cycle plan.
- Child should either have gap / target complete OR reassessed and move on to the SEND Support Plan. This will be decided with SENDCo.

During the monitoring period the following to be completed to identify area of need:

- SNAP assessment – teacher, child and parent assessments (SENDCo to co-ordinate child and parent assessments)
- FACT/FACT + (teacher)
- Any further assessment that may identify particular needs eg communication, early literacy etc (SENDCo)

SEND Support Plan on Edukey

- SENDCo to consider whether external professional advice or referral is necessary
- Children with specific, complex or diagnosed needs such as SALT, visual impairment or ASC etc. to have targets specific to their needs.
- Class teacher to create plan with assistance from SENDCo if needed.
- Plan to be saved to Edukey. Parents MUST be contacted and given electronic log in.
- Parents MUST leave acknowledgment and / or comment.
- Plans MUST be reviewed and updated according to school calendar.
- One page profile to be completed (teachers + parents)

Local Authority SEND Support Plan on Edukey

- To be completed if High Needs Top Up Funding or Request for EHCP assessment is likely to be needed now or in the future.
- SENDCo to meet with parents to complete 'Tell it Once' information and history sections.
- Children with specific, complex or diagnosed needs such as SALT, visual impairment or ASC etc. to have targets specific to their needs.
- Class teacher to create plan with assistance from SENDCo if needed.
- Plan to be saved to Edukey in files. Parents MUST be contacted and given electronic log in.
- Parents MUST leave acknowledgment and / or comment.
- Plans MUST be reviewed and updated according to school calendar.

Mental Health and Wellbeing Support Plan

- For children who require additional mental health and wellbeing support outside of quality first classroom support.
- These plans WILL be shared with parents so please put confidential information into the safeguarding section of Edukey.
- Wellbeing lead to create plan with class teacher.
- Plan to be saved to Edukey. Parents MUST be contacted and given electronic log in.
- Parents MUST leave acknowledgment and / or comment.
- Plans MUST be reviewed and updated by wellbeing lead according to school calendar

Pupil Premium Support Plan

- For all children who qualify for pupil premium regardless of ability (unless they have an SEND Plan or Wellbeing Plan).
- Plan should be created with a 'whole child approach'.
- Class teacher to speak to parents to ensure they know the reason why they have this plan.
- Plan to be saved to Edukey. Parents **MUST** be contacted and given electronic log in.
- Parents **MUST** leave acknowledgment and / or comment.
- Plans **MUST** be reviewed and updated according to school calendar.

Behaviour Support Plan

- For children who require additional support for repeated behaviours.
- Children who have repeated reflection forms completed and need personalised strategies to support behaviour.
- Class teacher to create plans with support of SENDCo if needed.
- Plan to be saved to Edukey. Parents **MUST** be contacted and given electronic log in.
- Parents **MUST** leave acknowledgment and / or comment.
- Plans **MUST** be reviewed and updated according to need.

All plans should be saved electronically on Edukey. They **MUST** also be kept in class folders, accessible to anybody who could be needed to cover your class. This is a safeguarding requirement to ensure anybody who is covering your class is aware of all needs.

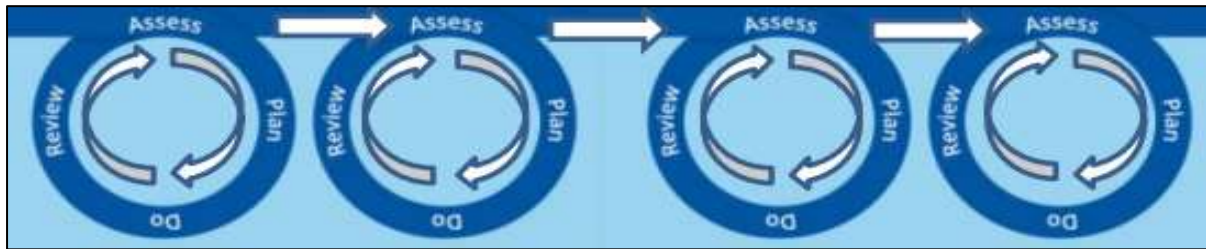
One Page Profiles

One Page profile is a 1 page document that is a personalised document to keep in your classroom or folder to ensure that all staff members are aware of a child's needs. Any child with a support plan will need a 1-page profile and these will need to be reviewed termly and updated before if required.

B) Assessing and reviewing the progress of SEND pupils

Once SEND has been identified and the child is put onto the SEND register, the child begins to receive SEND support.

This SEND support takes the form of a four-part rolling cycle: Assess, Plan, Do, Review (The Graduated Approach) that the class teacher is responsible for implementing, with guidance and support from the SENDCO and the Inclusion Team.



Earlier decisions and actions regarding the strategies and provision required to support the child to make progress are revisited, refined, refreshed and revised each time the cycle is followed. This is as a result of a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes is identified.

The planned provision which will be actioned in the 'Do' part of the cycle is captured in a Support Plan and the provision map.

The plans will state: the child's needs and their difficulties; the provision required to overcome these (any adaptations to teaching strategies, the curriculum, the environment, any resources or any interventions that are needed); and the desired outcomes of that provision.

B Squared/Connecting Steps assessments are used to evaluate small steps in progress and to identify next step targets for Support Plans for children with complex needs.

Each half term, Support Plans and provision map are reviewed. The desired outcomes stated on the plans are reviewed to see whether the provision put in place has been effective. Provision will be adapted accordingly and new desired outcomes will be set for the child as appropriate.

If after repeated changes to provision there seems to be little or no progress towards the desired outcomes, the SENDCO – with parental consent – will refer to an appropriate external agency for additional advice.

C) Evaluating the effectiveness of SEND provision

The quality first teaching, provided to all children as well as those with SEND, is monitored in a number of ways by the leadership team:

- A cycle of lesson observations and learning walks
- Scrutiny of children's work
- Scrutiny of planning
- Pupil voice
- Teacher meetings with the SENDCO for advice and guidance
- Monitoring of progress data
- Pupil Progress meetings

Leaders give advice to all staff on how the quality of their teaching could be made even better. Support is provided to staff where leaders feel the quality of teaching requires significant improvement.

Half-termly pupil progress meetings are used to discuss the progress of all children, including those with SEND. Where slow progress is being made, class support and SEND support provision in place is reviewed and discussed. Where senior leaders have concerns about the provision and progress, this is shared with the SENDCO and triangulated with the monitoring of provision.

Monitoring

- Together with the Inclusion Team, the SENDCO monitors the effectiveness of SEND provision across the whole school.
- The SENDCo monitors the provision maps written by the Inclusion Team.
- Where targeted intervention programmes are running, the SENDCO monitors the start and end data to decide whether new interventions need implementing.
- The SENDCo monitors the Support Plans, the effectiveness of the wide range of strategies being used with each child, not just the intervention groups they attend.
- Together with the 'Behaviour Lead', the SENDCO analyses logged behaviour incidents to identify where additional provision may need to be put in place for SEND children or where current provision may not be working.

The SENDCo uses information from provision monitoring to make decisions about the strategic deployment of learning support assistants across the school.

Our SEND Provision:

A) Adaptations to teaching

The following strategies can be used with individual children during whole class teaching:

- Scaffolding learning
- Quality first teaching is in place in all classes for all pupils to access and is monitored regularly by the senior leadership team to ensure that this remains the case.
- Using the information from ongoing monitoring and classroom assessments, teachers identify which children need additional scaffolding to ensure that they can access the curriculum content for their year group to help ensure that they do not fall further behind.
- Scaffolding helps move student learning from where it is to where it needs to be. Typically, it involves breaking up a learning experience, concept, or skill into small discrete parts, and then giving students the assistance they need to learn each part.
- This assistance may involve: the use of modelled examples, concrete resources, visual prompts, step by step task checklists or worked examples, sentence structures/starters, cloze procedure or forward and backward chaining of tasks.
- Scaffolding can also be used to develop children's use of language, teaching them how to respond appropriately by modelling and extending their responses. Preventing cognitive overload
- Working memory is used to support our learning process but it has a finite capacity and overloading it can impede learning. For many children with SEND, teaching can overwhelm the working memory capacity, if the complexity of the instruction and instructional materials are not properly managed, expecting learners to think about far too many things all at once. The following strategies can be used to prevent this:
 - Instructions given one at a time/broken down into small steps
 - Reducing clutter in the environment
 - Limiting distractions eg noise
 - Simplifying language and limiting the number of information carrying words
 - Using closed questions where a choice of answers are given
 - Giving children longer processing time before expecting a response
 - Reducing the amount of information children have to sit and listen to all at once in a lesson i.e chunking the lesson into lots of short teaching inputs and interspersing these with activities for the children to complete
 - Adapting the way written information is presented e.g. reducing the number of questions presented on a worksheet

Choice

The use of controlled choices as part of learning activities can be particularly useful for promoting engagement in reluctant or demand avoidant learners.

B) Providing recommended aids

Specific resources tailored to meet different types of need will be provided to children as required in order to make lessons accessible and to promote and develop independent learning. These may include:

- Alternative methods of recording instead of writing such as the use of photographs and voice recorders.
- Use of ICT eg Clicker Writer
- Coloured overlays
- Pencil grips
- Writing slopes and screens
- Wobble cushions
- Sand timers
- Voice recorders/Talking tins
- Fiddle toys
- Chew toys
- Sensory toys
- Theraputty
- Weighted items when recommended by an occupational therapist
- Ear defenders
- Visual timetables and work schedules
- Now and next boards
- Mirroring software installed on a personal ipad for a child with visual impairments or a closed circuit television for magnification when recommended by a specialist teacher for visual impairment
- Enlarged font size
- Radio aids for children with hearing impairments when recommended by a specialist teacher of the deaf
- AAC (Augmentative and alternative communication) systems recommended by a speech and language therapist or specialist teacher

C) Adaptations to the learning environment

Adaptations within the classroom and the shared areas:

- Adapting seating plans
- Individual desks and screens to reduce distractions
- Work stations – to promote independence and/or to address anxieties/stress around completing learning– e.g. personal visual timetable, task checklists, now and next boards, start and finishing trays
- Safe/calm down spaces Learning spaces outside of the classroom e.g. the sensory room.

D) Adaptations to the curriculum

We aim to ensure that all children, including those with SEND, access learning in all areas of the curriculum. The following adaptations are in place to support us to achieve this aim:

- Changing the context – In English lessons, the context of writing tasks can be completely personalised to match the interests of the learner to promote engagement and to improve the volume of writing produced and the likelihood of task completion.
- Adapting content –Where appropriate, we adapt the knowledge and skills to be learned within a curriculum topic for individuals. This could involve reducing the number of facts a child with SEND has to learn or giving them different facts to learn that will be easier for them to understand linked to the topic in its broadest sense. It might involve the child focusing on only one skill and mastering it in depth. Where teachers identify that a child has gaps in understanding in English and Maths, curriculum content from younger year groups will be revisited to plug these and help the child catch up.
- Developing key life skills – We adapt our curriculum offer when appropriate to incorporate activities for our SEND children which focus on developing essential key skills that will help prepare them for adult life. These focus on the following:
 - Communicating
 - Speaking
 - Listening
 - Conversation and discussion skills - Learning with others
 - Learning as part of a group
 - Being a good member of a social group - Developing independence and responsibility
 - Developing the ability to act independently
 - Taking individual responsibility for ourselves and others - Developing a sense of self worth
 - Recognising feelings and understanding emotions
 - Managing one's moral and social development
 - Stress management and conflict resolution

- Developing a positive sense of one's self - Improving own learning and performance
- Organisation and planning skills
- How I learn and how I develop
- Monitoring and evaluating own learning - Information processing and evaluation
- Recording, presenting and evaluating information
- Interpreting and analysing information
- Locating and collecting information - Reasoning and enquiry
- Making judgements and justifying opinions
- Inference and deduction
- Research skills - Creative thinking and problem solving
- Problem investigation
- Creativity and innovation.

These key skills can provide relevant and achievable learning focuses for SEND children within the broader context of different curriculum subjects. They can allow SEND children to participate in full curriculum subject study even when particular National Curriculum knowledge and skills may be out of their reach.

E) Intervention – What additional support is available?

Communication and interaction difficulties:

- Targeted speech and language intervention programmes and resources recommended by the speech and language therapy service:
- Phonological Awareness Programme
- Colourful semantics
- Widget
- Social stories

Cognition and learning difficulties:

- Daily phonics catch up intervention
- Pre-teaching sessions
- Post-teaching 'keep up' sessions to ensure children's understanding is at the point it needs to be before the next lesson.
- Activities which provide multi sensory over learning opportunities – spelling, number facts
- Additional opportunities to use web programmes to for maths fluency and spelling practice
- Use of ICT eg Clicker Writer
- Additional 1:1 reading

Social, emotional and mental health difficulties:

- Social skills programmes and structured adult led group activities to put the skills into practice eg Socially Speaking or Talkabout.
- Self esteem programmes and activities which allow children to experience success to build up their confidence eg Talkabout
- Emotional regulation programme – Zones of Regulation
- Daily check in time with a trusted adult
- Sensory/ timeout/ relaxation/ movement breaks
- Protective behaviours work

Sensory and/ or physical difficulties:

- Fine motor skills programme
- Fine motor skills activities e.g. threading / lego/ dough disco
- Gross motor skills
- Letter formation and handwriting
- Sensory circuits
- Sensory and physical activity breaks

F) Teaching Assistants

We have Teaching assistants (TAs) and a Higher Level Teaching Assistant (HLTA). The Special Educational Needs and Disability Assistant (SENDA), together with the SENDCo, is responsible for organising and deploying the TAs, setting up, and monitoring provision across the school. TAs are deployed across the school according to the level of need in each year group. Because of this, there may be some year groups which have more TAs working in them than others. Sometimes they will support children in class and sometimes in our shared areas. They also deliver the interventions listed in the previous section. The use of TAs forms one part of our graduated approach to supporting children with SEND. Many adaptations and adjustments can be made to the curriculum, the teaching and lesson structure and to the environment before a TA is deployed to provide additional support for a child.

G) Adaptations to extra-curricular activities/trips/visits

All of our extra-curricular activities and school visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Trip, visit and activity providers are briefed fully about the needs of the children so they can make any relevant adjustments to ensure children can access the experience fully.

Risk assessments are carried out and are discussed with parents and measures are put in place to reduce levels of risk. In exceptional circumstances, where the risks are deemed very high, a parent or carer may be asked to accompany their child during a specific activity.

All pupils are encouraged to take part in sports day, school productions and workshops/assemblies from visitors. If necessary they are offered alternative ways to participate.

Well-being, emotional and social support for children with SEND

At Glastonbury Thorn School, we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life, all children may need extra support from their class teacher and other members of staff. Further support is provided through a range of means:

- We believe in the principles of nurture and place great emphasis on offering a safe and supportive learning environment for children, achieved through the strong nurturing relationships adults build with them and through the routines and experiences that the adults provide the children. Creating this environment allows children to experience an increased sense of security and self-worth. These feelings allow children to accept support and guidance to improve their level of skill in different aspects of early social and emotional development where they may have gaps which are hindering their engagement and involvement with their current learning.
- Well-being check-ins can be set up with a key adult, identified by both the child and the class teacher. These provide the child with regular, protected time to share their feelings with a trusted adult.
- Our PSHE curriculum provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing.
- Sensory circuits and breaks are provided for children who struggle with self-regulation as a tool to support them manage their anxiety.
- Personalised reward systems are used to support children with low levels of self-esteem and motivation.
- Opportunities to experience success are timetabled in for children with more extreme learning difficulties who may find all aspects of the school day incredibly challenging due to their very low levels of cognition. This may simply be a colouring activity or some time playing with some lego.
- We take a zero tolerance approach towards bullying.

Our Facilities

How accessible is the school environment?

- Wide doors
- Disabled toilet
- Disabled space marked out in car park.
- Yellow markings for VI pupils

Funding

The school has a notional SEN budget set by the local authority each year. It states the amount of money the school is expected to use from within the total budget it receives from the local authority.

- The money is used to provide the following aspects of our provision to support a child's needs and to help them learn and progress:
 - Providing recommended aids
 - Intervention
 - Learning support assistants
 - Where a child's needs result in school needing to use a significant amount of funding from the notional SEN budget on their provision, in consultation with parents, the school may decide to apply for an Education Health and Care Plan (EHCP) for the child. These are issued by the local authority and come with additional 'top up' funding that the school can put towards the cost of delivering the provision required for that child. EHCPs are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence. The EHCP will set out a child's educational, health and care needs, and the provision they require in order to make progress.
 - In order to obtain an EHCP, with its additional funding, schools must submit detailed paperwork on a child's needs, the support they receive and the progress they have made, to the local authority, requesting that they carry out an EHCP needs assessment. The local authority will review the evidence submitted and decide whether or not to start the assessment process. The decision is not always a yes. If it is decided that an assessment is necessary, this will be carried out by relevant professionals, including an educational psychologist. Once complete, the local authority review the evidence found and decide whether or not to issue an EHCP.
 - The school can apply for additional top up funding when they are using a large proportion of their notional SEN budget to provide the appropriate

provision for children with EHCPs. In Glastonbury Thorn School, this would be the case when there are more than 5 children with EHCPs.

- The school can apply for top up funding to purchase equipment that has been recommended for a child by a specialist teacher, Or if additional 1:1 support is needed.

Consulting and involving SEND pupil and their parents/carers

Parents/carers of pupils with SEND

- We value the information and insight parents/carers can give us on their child so we know how best we can support them in all areas of the curriculum, school life and in their emotional and social development.
- Teachers at the school operate an open door policy, and if parents/carers wish to discuss their child's progress at any time, an appointment can be made with the teacher.
- Parents' evenings are held during the Autumn and Spring terms.

At these meetings, which take place with the child's class teacher, the child's SEND provision will be discussed including what provision is currently in place and how well this is going in terms of the progress the child has made towards the desired outcomes. Through these discussions, parents/carers become part of the reviewing process and their comments and views feed into the next cycle of outcome setting and planning. It also gives parents/carers an awareness of how they can support their child at home.

- If it is felt that the parents evening appointment slot isn't long enough to discuss this, a separate meeting is booked in addition to the termly parents meeting to talk about the SEND support in detail.
- Where a child works for the vast majority of the time with 1:1 support from a TA, more frequent communication with parents/carers will take place either at handover times at the start and end of the day.
- Personalised communication systems can also be set up if necessary e.g. weekly phone calls home or the use of a home school communication book. These can be set up upon request of school staff or parents/carers.
- The SENDCO will also signpost you to any specific workshops or training aimed at the families of SEND children run by external providers that may be relevant, for example, the annual MK SEND Information Day.

Pupils with SEND

- Glastonbury Thorn School adopts a child centred approach to the support it provides to children with special educational needs. Every effort is made to gather your child's views about support that is planned for them, and regular reviews of their viewpoint on the support are sought; if they are not engaged with a particular provision, it is unlikely that it will work for them. Views are sought through discussion with the child and their most trusted adult. For children who are unable to articulate their views, their patterns of behaviour are observed instead as this can indicate their feelings about their provision even if they are unable to express them verbally.

Working with external professionals

Glastonbury Thorn School works in partnership with professionals from external agencies and other bodies to help meet the needs of SEND pupils and their families. External support for meeting the needs of SEND pupils that can be accessed by school referral

Inclusion specialist teaching team

Information about the work of our inclusion and specialist teaching team.



We work with families who live in Milton Keynes and attend an early years school/setting in Milton Keynes.

If your child lives in Milton Keynes but attends a school or setting outside of Milton Keynes, advice and support can be sought by the setting within the local authority it is located.

We work across Milton Keynes supporting children and young people from two to 19 years old - and their families - to enjoy and achieve in their learning, whilst developing greater independence. The team provides:

- specialist teachers who promote inclusion in partnership with educational settings to raise standards and improve outcomes for children and young people with SEND using a child centred consultation approach
- inclusion practitioners who work directly with children and young people with SEND and their families to deliver intervention in a child centred and focused way, listening, observing, giving advice, information and support within their educational or home setting
- training sessions for schools

In consultation with the setting or school to achieve the agreed outcome for a child or young person or group of children and young people with SEND, the type of support offered by the Inclusion Specialist Teaching Team could include:

- One off consultation
- Consultation with review
- Observation/s
- One off or a package of modelled strategies and interventions
- Specific direct work with the CYP or family to support engagement and access to education, working alongside the setting/school

[SEND Team contact information](#)

Read about [how we offer support](#) in more detail.



School Nursing Service

Milton Keynes School Nursing Team Service provides specialist nursing care, advice and support to school-age children and young people. Milton Keynes school or who are registered with a Milton Keynes GP.

The service is available to children aged four to school-leaving age, registered with a Milton Keynes General Practitioner (GP) or attending a Milton Keynes mainstream school in Milton Keynes and its surrounding areas.

The service does not cover special schools in the Milton Keynes area (The Redway School, White Spire School, Slated Row School, Romansfield School, Stephenson Academy and the Woodlands School) which are covered by Milton Keynes Children with Complex Needs Team instead. The Milton Keynes enuresis (bedwetting) support service is available to children aged seven to 16 living in Milton Keynes, attending a Milton Keynes School or who are registered with a Milton Keynes GP.

<https://www.cnwl.nhs.uk/services/community-services/milton-keynes-0-19>



Speech and Language Therapy Team for schools

The Schools Speech and Language Therapy Team provides services to primary, secondary schools and some specialist education provision within Milton Keynes. It offers specialist assessment, diagnosis and intervention for children and young people as well as training for staff working in education. Your child's Special Educational Needs Coordinator (SENCo) can refer to our service.

Therapist working in this team provide a service to school age pupils who:

- Have speech, language and communication needs.
- Are registered with a Milton Keynes general practitioner (GP).
- Attend a primary or secondary mainstream school in Milton Keynes.
- Attend language or communication departments and those who are deaf or hearing impaired.

The service is provided within schools and focuses on supporting learning and promoting social participation.



CNWL Milton Keynes CAMHS (Central North West London; Milton Keynes, Child and Adolescent Mental Health Services) provides mental and emotional health specialist services for children and young people up to 18 years old their families and carers.

We are a team of specialist clinicians, therapists and nurses supporting children, young people and their families and carers. We offer support including in-person, individual, on-line and group therapy, talking therapy, art therapy, family therapy, treatments, and urgent care.

We provide help to those who are experiencing difficult thoughts, feelings and experiences, emotional, behavioural and relationship difficulties in family life, school or the wider world. These include bullying, eating difficulties, family issues, anger, sadness, worry, finding it hard to concentrate or sit still, trouble with friends, unusual thoughts and more.

[Find out more...](#)

Transitions for children with SEND

When starting school for the first time in EYFS:

We arrange 'Stay and Play' sessions for you and your child prior to the summer holiday.

In September, we will conduct a home visit and talk to parents/carers about their child's previous learning experiences i.e. childminder, pre-school, nursery, playgroup, children's centre or at home with family.

Where relevant we will talk to previous settings about any special arrangements and support that may have been in place and the child's previous targets.

Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible.

When starting at our school having attended another school:

The SENDCo will meet with parents/carers to discuss the child's current needs and provision

We also ask parents/carers to bring the child for a look around the school. This gives the school a brief chance to meet the child.

A home visit will be arranged to discuss needs with parents.

The SENDCo will telephone or arrange a meeting with the previous school to discuss provision that was in place. The previous school will send to us any educational records including any details of special arrangements, previous support and targets.

Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible.

A 'buddy' may be assigned to the child to support them in making friends.

A key adult will be assigned to the child to support them with the transition. How much support and what this support will look like will depend on the child's need.

When moving to middle school

Each middle school provides paperwork for us to complete. The child's needs are explained and the nature and level of support which has had the most impact is also shared.

The SENDCo ensures contact has been made with the new school's SENDCo or an appropriate member of staff to arrange time to talk through the information on the forms as appropriate. As a school, we always request that this is done in a face to face meeting.

In some cases, it may be appropriate to arrange a meeting with the parents/carers, the new school and our staff.

We pass on any reports we may have received from external agencies or other professionals. In some cases, a meeting may be arranged with these professionals and the new school.

Each middle school will have their own procedures for transition, for example transition day(s). Where appropriate, we may recommend a more detailed transition plan including more visits to the new school, perhaps accompanied by the child's key member of staff and/or additional visits from the new school to see the child in their current setting.

The majority of our children transition to Loughton School.

Staff training and expertise

Our SENDCo – Mrs Clay has the National Award for SEN coordination. Mrs Clay is our Assistant Headteacher and has experience of working with children with a range of SEND needs. She actively engages with local opportunities organised by the local authority to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Staff receive regular support and training from the SENDCo, Inclusion Team and from any external agencies that are involved with the children in their class. Specialist training is booked for staff relating to the specific needs of the individuals they may currently be supporting.

Recent training that has been attended by individual staff members includes:

- Effective use of precision teaching
- Working Memory
- Emotionally Based School Avoidance: Putting MK guidance into practice in your school context
- How to prevent and de-escalate behaviours that challenge
- Emotional regulation using 'Zones' – practical approaches to support children using Zones of Regulation (for Primary)
- Understanding and effectively supporting ASC in the Early Years
- Autism in Girls: Understanding and supporting girls with Autism Spectrum Condition and Social Communication difficulties
- Sensory differences in children with SEND in the Early years
- Creating positive opportunities to support children's sensory Needs
- Annual Reviews and Statutory processes
- EHC Assessment process
- Writing Outcomes

Complaints Procedure

At Glastonbury Thorn School, we endeavour to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. Our families are positively encouraged to contact the school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage, where necessary with the involvement of the SENDCo. However, if these fail and a parent wishes to make a formal complaint, the full complaints procedure can be found in the policies section of our website.

The parents of pupils with disabilities have the right to make disability discrimination complaints to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids
- Parents can also appeal to the first-tier SEND tribunal if they disagree with a decision that the local authority has made about an education, health and care plan (EHCP) You can find out more about appealing to the SEND Tribunal at: [SEN Tribunal](#)

Where to look for further support



MILTON KEYNES COUNCIL SEND LOCAL OFFER

[Find out more...](#)



PACA MK is an independent and voluntary group of parents and carers of children and young people with disabilities or additional needs.

The group is open to parents and carers of children and young people aged 0-25 years old with disabilities or additional needs who live in the city of Milton Keynes.

[Find out more...](#)

Glossary of Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Difficulty
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
PT	Physiotherapy
SLCN	Speech, Language and Communication Need
SLD	Specific Learning Difficulty
SLT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCo	Special Needs and disabilities Coordinator
SPLD	Specific Learning Difficulty
TAC	Team Around the Child
TAF	Team Around the Family
TA	Teaching Assistant
VI	Visual Impairment