Glebe Primary School

SEND Information Report
2025 – 2026

Our School

Glebe Primary School's SEND Vision
At Glebe, we believe every child has the right to be included and supported to achieve their very best — socially, emotionally, and academically. We celebrate every child's individuality, whatever their gender, background, identity, or needs. Our curriculum is broad, balanced, and tailored to each child's strengths and talents, helping them to grow in confidence and succeed. We value diversity, encourage respect and kindness, and help children believe that with effort, there are no limits to what they can achieve.

<u>September 2025 Information</u>

Glebe Primary School currently has 557 children on role (September 2025)

There are currently 80 children on SEND register with a range of needs from universal to specialist.

Education, Health and Care Plan, 18, 3.23%

SEN Support, 64, 11.41%

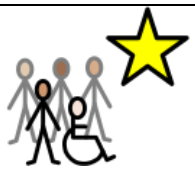
52% of pupil on the SEND register receive support from Speech and Language.

Meet our SENDCO

Our SENDCO
Our Special Educational Needs and Disabilities Coordinator (SENDCO) is **Mrs Ozdemir**.

If you would like to get in touch, you can:

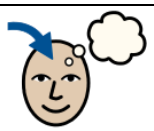
- Call the school office on **020 8204 6564**
- Email us directly at **send@glebe.harrow.sch.uk**
- Or complete the online form, and we will reply within **48 hours**



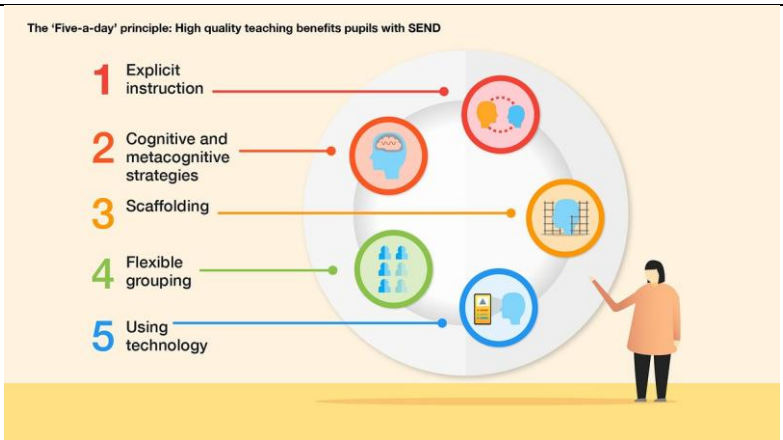
Special Educational Needs

At Glebe Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction

		Social, Emotional and Mental Health
		Sensory and Physical
 Identifying and Assessing Need	At Glebe, we work closely together to make sure every child gets the right support. If a member of staff has a concern about a child, they complete an initial concern form and talk with parents. The child is then placed on our monitoring register, and we begin the Graduated Response process: Assess, Plan, Do, Review. After about 6–8 weeks, we review progress. If extra support is needed, we may place the child on the SEND register and invite parents in for a meeting to share targets and explain the support in place. If a child needs more support than we can usually provide, we may involve outside agencies to ensure the best possible help.
 Our approach to teaching children with SEND	We are a fully inclusive school, and whenever possible, children learn alongside their classmates in flexible teaching groups. Our teachers adapt lessons to meet individual needs and, when needed, create personalised timetables. Some children may also take part in extra support sessions, either in small groups or one-to-one, to help them make progress. We follow the **EEF 'Five-a-day' guidance**, which promotes simple, effective strategies that are built into every lesson to support all learners.	



Targeted/Specialist support:

Communication and Interaction

Harrow Speech and Language

Attention Bucket Time

Speech and Language interventions delivered by the school inclusion team in liaison with the Speech and Language Therapist.

Autism Advisory Teacher

Specialist teacher

Speech Link Assessment to focus on Speech and Language

Cognition and Learning

Catch up and Rapid Catch up Phonics

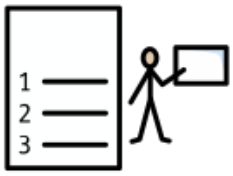
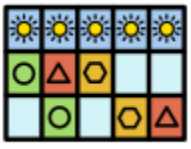
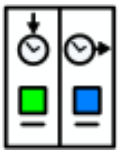
Harts for fluency

Numberstack Maths intervention.

Pixl therapies

Literacy Gold Program for KS2 pupils

Precision Teaching

	Small group reading pre reading Individual daily reader **Social Emotional Mental Health** Harrow Counselling Partnership (1:1 or small group) Zones of Regulations programme intervention Harrow Horizons support Forest School Buddy systems for support during playtimes, lunchtimes, and class. Attendance and family support officers who with the families of persistent absentees offer support and guidance. Pastoral support and 1:1 mentoring work. Play Therapy **Physical Sensory** Advice and outreach from Sensory Team Occupational/physiotherapy programme for individuals or small groups Vision Impaired and Hearing-Impaired specialist teacher support Provision of specific resources and equipment, e.g. Hearing support devices, wobble cushions Sensory Circuits. Gross and fine motor skills interventions
 **Curriculum adaptations**	 Visual timetables  Task boards Scaffolding

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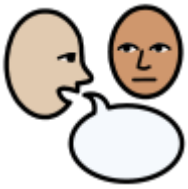
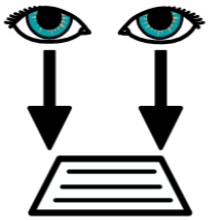
<tr><td> </td><td>  </td><td>  </td></tr>
<tr><td>Assistive technology</td><td>Talk partners</td><td>Preteaching</td></tr>
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<tr><td>Self-assessment</td><td>Word banks</td><td>Positive behaviour</td></tr>
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<tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr>
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We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.
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Parent Consultations</td>
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At Glebe Primary School, we know that parents and carers play a vital role in supporting children with SEND, and we value your input.

Our SENDCO, Mrs Ozdemir, and Family Support worker, Ms Esmond, are available at parents' evenings and hold drop-in sessions each term. to discuss any concerns.
Three times a year, we run coffee mornings where parents can meet in a friendly, supportive environment. These sessions are a chance to share experiences, give feedback on SEND provision, find out about training and support groups, and meet outside agencies.
For children with an Education, Health and Care Plan (EHCP), or who have been seen by an Educational Psychologist, we hold three extra meetings a year (Autumn, Spring, and Summer). At these meetings, we celebrate your child's progress, review their targets, set new ones, and agree on next steps. You'll always receive a written copy of this afterwards.
Each year, we also send out a parent questionnaire to hear your views on SEND provision and how we can improve

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Child Consultations</td>
<td>Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

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<td>Self-assess how they are doing</td>
<td>Attend meetings and help decide the support needed.</td>
<td>Feedback and Review progress/interventions.</td>
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Evaluating Provision</td>
<td>Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children’ individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.</td>
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Staff Training</td>
<td>At Glebe, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within the school, and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support</td>
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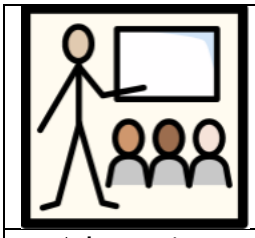
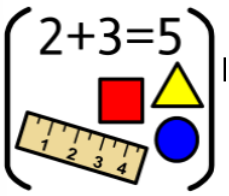
strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Adaptation	Attention Bucket	Phonics (catch-up)	Supporting Play
Specific Learning Difficulties	Complex Needs training	Safeguarding	Speech and Language
			
De escalation	Use of malnipulative in maths	Reading for those who struggle	Sensory needs

Transition Support

Nursery to Reception

In the summer term, new Nursery parents are invited to come along for an information evening and class visit with their child. Children then attend a 1hr Stay and Play session with their parents in the Nursery.

When transitioning to Reception, parents are once again invited to a welcome evening where information is shared for 'Readiness for Reception' and a special meet the teacher session and class visit follows in the same evening. In school, Nursery children visit their new Reception classes later in the summer term to meet their new teacher and spend time getting to know their new classrooms.

	End of Year transition During the summer term, we hold a transition session that allows children to visit their new classroom and meet their teacher. When children move up a year, we provide transition sheets which include photos of their new teacher. Some children may require additional transition visits to their new classroom. These visits help reduce anxiety and ensure the transition is successful and positive. Class teachers and TAs also meet during the summer term to discuss the needs of the children. This includes the opportunity to review each child's support plan and any professional reports. **Secondary Transition** We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. **Mid-Year new starters** When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: Autism Advisor Team Harrow Educational Psychology Service Speech and Language Therapy Harrow Children's Sensory Team Occupational Therapy Harrow Mental Health Support Team Harrow Counselling Service We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extracurricular activities and school visits are open to every child, including our before- and after-school clubs. We encourage all children to take part in trips such as residentials and overnight stays at school. Children are also encouraged to participate in sports day, school competitions, assemblies and performances, workshops, and similar events.

	We actively promote opportunities for children to apply for roles of responsibility within school, such as school council, house group leaders, and the technical team. No child is ever excluded from taking part in these activities because of their SEN or disability. For further details, please read the school's Accessibility Plan, which outlines the steps we have taken to ensure children with SEND are not treated less favourably than their peers, and the arrangements in place to support their access to all areas of school life.
 Complaint Procedure	Your first point of contact is your child's class teacher and/or phase leader. We very much hope that any concerns you have can be resolved through discussion with the school. If you cannot resolve issues, you will continue to have a right of appeal. Parents/Carers have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice: • The School's or Local Authority's complaints procedure • An appeal to The SEN and Disability Tribunal (local authority decision) • A complaint to the responsible body (Chair of Governors or local authority) for discrimination on the grounds of disability • A complaint to the LA Ombudsman (Schools and LAs)
 Harrow Local Offer	The Harrow Local Authority Local Offer can be found at SEND Local Offer – London Borough of Harrow If you require further support accessing this document, or would like further information about SEND, you can also contact Harrow Special Educational Needs and Disability Information and Advice and Support Service (Harrow SENDIAS) Address: Harrow SENDIAS Service, Cedars Hall, Chicheley Road, Harrow Weald HA3 6QH Telephone: 0208 428 6487 Email: harrowsendias@family-action.org.uk www.family-action.org.uk/harrowsendias

Feedback	Thank you for the comments section for my daughter's progress. There many more steps need to be taken to achieve her goals and our dreams. We strongly believe together we (parent and school) will make it happen. Thank you for your support. (Y1 Parent, 2025)