Glebe Primary School

SEND Information Report
2026 - 2027

Our School

Our Vision

At Glebe Primary School, we believe every child has the right to be included, supported and enabled to achieve their very best—socially, emotionally and academically.

We celebrate individuality and diversity and provide a broad, balanced curriculum tailored to pupils' strengths and needs. We foster confidence, resilience and independence so that all children understand that, with effort and the right support, there are no limits to what they can achieve.

September 2025 Information

Glebe Primary School currently has 556 children on role (September 2025)

There are currently 86 children on SEND register with a range of needs from universal to specialist.

Education, Health and Care Plan, 22 (4%)

SEN Support, 64 (12%)

60% of pupil on the SEND register receive support from Speech and Language.

Meet our SENDCO

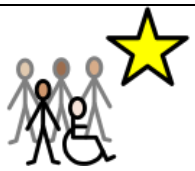
Contact Details

SENDCo: Mrs S Ozdemir

020 8204 6564

send@glebeschool.org

- **We aim to respond to all queries within 48 hours.**



Ordinarily Available Inclusive Provision (OAIP)

At Glebe Primary School, we follow Harrow's Ordinarily Available Inclusive Provision (OAIP) guidance. This ensures that high-quality inclusive teaching is consistently available to all pupils and forms the foundation of our approach to SEND.

What is ordinarily available for all pupils

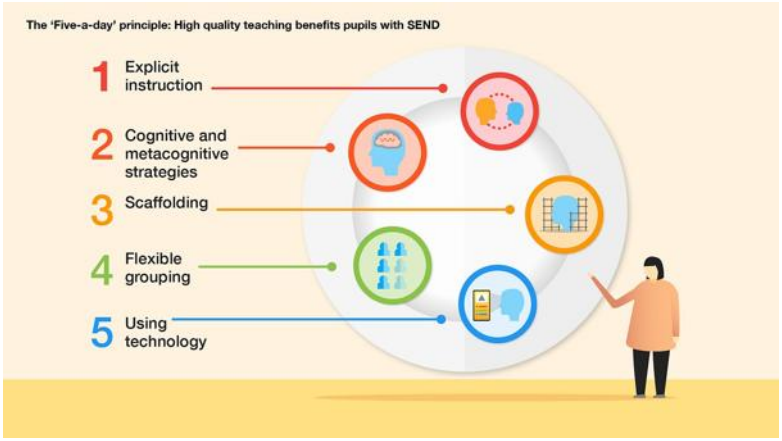
- All children benefit from:
- Adaptive teaching in every lesson
- Explicit instruction and high-quality modelling
- Scaffolding and carefully sequenced learning
- Visual supports (e.g. timetables, task boards, word banks)
- Flexible grouping and collaborative learning
- Pre-teaching and overlearning of key concepts
- Regular checking for understanding

- Communication-friendly classroom environments

Promoting independence
We prioritise:

- Developing pupil independence
- Reducing reliance on adult support over time
- Supporting self-regulation and resilience
- Teaching pupils to use strategies independently

Inclusive practice at Glebe is embedded in everyday teaching and is not an additional provision. We follow the **EEF 'Five-a-day' guidance**, which promotes simple, effective strategies that are built into every lesson to support all learners.



Areas of Need Supported

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

We support pupils across the four areas identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)

	• Sensory and Physical Needs
 Identifying and Assessing Need	The Graduated Response We follow the Assess–Plan–Do–Review cycle to ensure that support is responsive and effective. Stage 1: Universal (Ordinarily Available Provision) All pupils receive high-quality inclusive teaching with adaptive approaches. Stage 2: Monitoring • Concerns are identified and shared with parents • Additional adaptations are made within classroom practice • Progress is monitored over time Stage 3: SEND Support (Targeted Provision) If progress remains limited after at least two cycles of support: • The child is placed on the SEND register • A SEND Support Plan is created • Targeted interventions are implemented Stage 4: Specialist Support Where needs are more complex: • External agencies are involved • Specialist advice informs provision • An Education, Health and Care Plan (EHCP) may be considered.
Targeted Provision	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. Additional support through small groups or short-term interventions: **Communication and Interaction** • Speech and Language programmes

- Attention Bucket
- Speech Link assessments

Cognition and Learning

- Rapid phonics and catch-up programmes
- Precision teaching
- Numberstack Maths
- PIXL therapies

Social Emotional Mental Health

- Zones of Regulation
- Small group pastoral support
- Forest School

Physical and Sensory

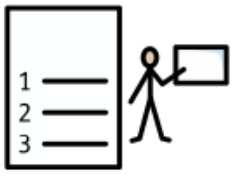
- Sensory circuits
- Fine and gross motor interventions

Specialist Provision

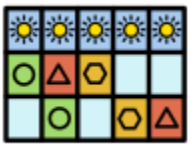
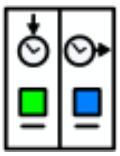
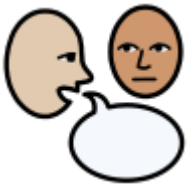
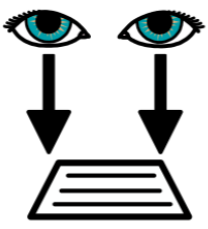
For pupils requiring more personalised support:

- Speech and Language Therapy (SALT)
- Educational Psychology Service
- Occupational Therapy
- Autism Advisory Service
- Play Therapy
- Mental Health Support Team

If your child needs specialist support from an outside agency we will always discuss this with you first.



Curriculum adaptations

		
Visual timetables	Task boards	Scaffolding
		

	<table><tr><td>Assistive technology</td><td>Talk partners</td><td>Preteaching</td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td>Self-assessment</td><td>Word banks</td><td>Positive behaviour</td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr></table> 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.
 Parent Consultations	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

Child Consultations

Pupils are central to our approach.
Children are supported to:

- Share their views
- Attend and contribute to review meetings
- Help set and review targets
- Reflect on their learning and progress

Pupils are given regular opportunities to:

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

Evaluating Provision

We evaluate provision through:

- Termly progress reviews
- Intervention impact assessments
- Pupil voice
- Parent feedback
- SENDCo monitoring
- Whole-school tracking systems

Our intended outcomes

- Improved independence
- Increased access to the curriculum
- Progress from individual starting points
- Improved emotional regulation and wellbeing

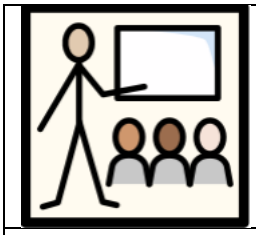
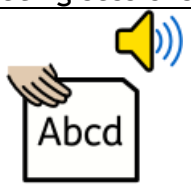
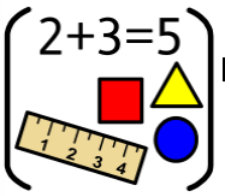
Staff Training

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 strategies that could be utilised.

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 manipulative 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)