



**GLENWOOD
SCHOOL**

Special Educational Needs and Disabilities School Statement

Reviewed by	Josie Payne (Head Teacher)
Review Frequency	January - Annually
Approval	FGB
Approval date	January 2026
Next review due	January 2027

Glenwood School is a day community special school for students with moderate learning difficulties (MLD) and severe learning difficulties (SLD). These are the kinds of Special Educational Needs and Disabilities for which provision is made at the school:

- Moderate Learning Difficulties
- Autism Spectrum Condition
- Speech, Language and Communication Difficulties
- Specific Learning Difficulties, including Dyslexia, Dyspraxia and Dyscalculia
- Global Development Delay
- Hearing Impairment
- Visual Impairment
- Medical Needs including, Epilepsy, Diabetes, ADHD where students fall within the MLD cognitive range
- Behavioural Difficulties, where this is secondary to the young person's MLD
- Fine and Gross Motor Difficulties
- Attachment Disorder, where this is secondary to the young person's MLD

All students have an Education Health Care Plan (EHCP) and we aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. The school is committed to its vision statement, aims and objectives which provide the foundation for all its policies and practices.

This statement ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by each student.

Aims:

- to create an environment that meets the special educational needs of each student;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for student's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our students have a voice in this process

Educational inclusion:

In our school we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Teachers and other support staff respond to student's needs by:

- providing support for students who need help with communication, language and literacy;
- planning to develop students understanding through the use of all their senses and of varied experiences;
- planning for student's full participation in learning, and in physical and practical activities;
- helping students to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly anxiety, stress and attachment difficulties and to take part in learning

Teachers use a range of strategies to meet students' special educational needs.

Lessons have clear learning objectives; We differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual Learning Targets, which employ a small-steps approach, feature significantly in the provision that we make in the school for pupils. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success.

Where additional support is needed from outside services, we consult parents prior to any support being actioned.

The school works closely with a range of outside agencies which include:

- Speech and Language Therapists
- Educational Psychologists
- School Nurse Team
- Locality Team
- CAMHS
- Specialist CAMHS team for children with learning difficulties
- Children with Disabilities Team – Social Care
- Teacher advisors for Hearing and visual impairment.
- Occupational Therapists

The school works closely with parents in the support for their child with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. We have regular meetings to share the student's progress with their parents.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their child.

Student participation: In our school we encourage students to take responsibility and to make decisions; this is part of the culture of our school. Students are involved at an appropriate level in setting targets in their Annual Reviews and Progress Review Meetings.

Monitoring and review:

The role of the Well-Being Manager ensures that we fully measure and understand students' needs as they join our school, that any additional provision is planned for, and that its impact is monitored. This relates to a very particular group of students whose needs fall outside or at the edges of our usual range of provision. In all other cases we expect staff to work with pupils in such an individualised way that their needs can be met within the usual careful planning and differentiation which applies to the general population of the school.

The key responsibilities (as defined in the revised SEN code of practice)

- Overseeing the day-to-day operation of the school's SEN policy Head teacher
- Co-ordinating provision for children with special educational provision Well-Being Manager
- Overseeing the records of all children with special educational needs Tutors
- Managing support staff Senior Leadership Team and Line Managers
- Contributing to the in-service training of staff Head teacher, Deputy Head teacher, Middle Leaders and Well-Being Manager

- Liaising with external agencies including the LA's support and educational psychology services, health and social care and voluntary bodies Head teacher, Deputy Head teacher, and Well-Being Manager
- Managing the Annual Reviews Head teacher and Deputy Head with tutors