

Gloverspiece School

SEN Information Report

Academic Year: 2024–2025

At Gloverspiece School, we recognise that every child is unique. Educational success looks different for each of our students, and we are committed to providing a nurturing, inclusive environment where all learners can thrive.

This SEN Information Report explains how we support students with Special Educational Needs and Disabilities (SEND), how we assess and review needs, and how we work in partnership with parents and carers. This report should be read in conjunction with our SEN Policy.

About Our School and SEND Provision

Gloverspiece School is a specialist setting. All students on roll have an Education, Health and Care Plan (EHCP), which outlines their individual needs and the support required to help them achieve positive outcomes.

Our approach combines:

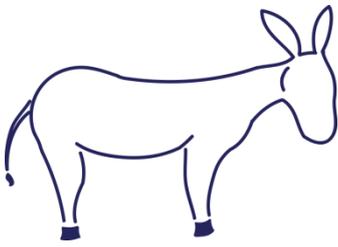
- Classroom-based learning
- Farm-based and land-based learning
- Animal-assisted activities
- Therapeutically informed Nurture practice

Our ethos is:

“Nurture. Grow. Achieve.”

How We Identify and Assess SEND

All students attend Gloverspiece with an EHCP agreed by the relevant Local Authority. This provides a clear starting point for understanding each student’s needs.



However, we recognise that needs can change over time. We assess and review students' needs through:

- Careful observation by staff
- Ongoing assessment of progress
- Baseline assessments and teacher judgement
- Regular student progress meetings
- Input from external professionals (such as Educational Psychologists or Speech and Language Therapists)
- Annual Reviews of EHCPs

We follow a graduated approach known as **Assess – Plan – Do – Review**, which ensures that support is continuously refined and adapted.

Types of SEND We Support

We support students with a wide range of needs, including:

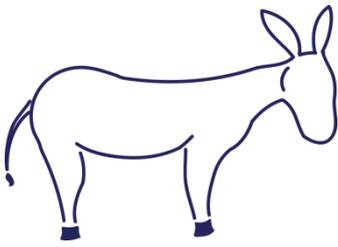
- Communication and Interaction
- Autism Spectrum Condition (ASC)
- Speech, language and communication needs
- Cognition and Learning
- Specific learning difficulties such as dyslexia or dyspraxia
- Social, Emotional and Mental Health
- Anxiety, attachment needs, trauma
- ADHD
- Behavioural needs (understood through the principle that all behaviour is communication)
- Sensory and/or Physical Needs
- Sensory processing differences

How We Support Students with SEND

Support is personalised and matched to each student's EHCP outcomes and individual profile.

Teaching and Learning Support:

- Differentiated teaching in all lessons
- Small group or individual teaching where appropriate
- Visual supports and structured routines
- Low-stimulus learning environments
- Access to outdoor and practical learning



Specialist Interventions:

We offer a range of interventions, including:

- Nurture programmes (individual and group)
- Sensory integration activities
- Fine and gross motor programmes
- Language and communication interventions
- Therapeutic Lego
- Narrative and emotional literacy programmes

Specialist Facilities

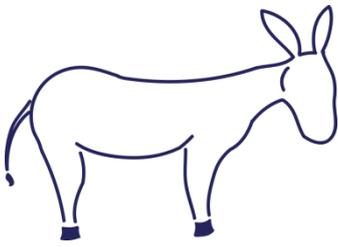
- Autism-friendly learning spaces
- Nurture Room and Nurture Lounge
- Quiet regulation spaces
- Extensive outdoor and farm-based learning environments
- Sensory resources and equipment

How We Review Progress and Outcomes

We regularly review the effectiveness of support by:

- Tracking academic, social and emotional progress
- Reviewing individual targets and provision maps
- Monitoring engagement and wellbeing
- Gathering feedback from students, parents and professionals
- Reviewing EHCP outcomes at annual review meetings

Adjustments to support are made where necessary to ensure students continue to make progress.



How We Involve Parents and Carers

We believe that working closely with parents and carers is essential.

Parents and carers are involved through:

- EHCP Annual Review meetings
- Regular communication with staff
- Progress reports and review meetings
- Informal discussions and updates
- Meetings with external professionals (where appropriate)

We encourage parents to share their views, knowledge and concerns at all stages. For families whose first language is not English, we will try to arrange translation support.

Parents are always welcome to contact:

- The Headteacher
- The Deputy Headteacher
- The SENCo

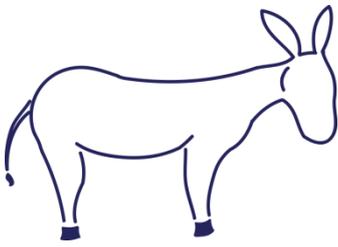
Appointments can be made via the school office.

How We Support Emotional Wellbeing

Students' wellbeing is central to our work. Support includes:

- Nurture-based approaches
- Emotional regulation strategies
- Safe spaces and trusted adults
- Regular one-to-one check-ins
- Therapeutic and pastoral support

Safeguarding is always a priority, and concerns are managed in line with our Safeguarding Policy.



Training and Expertise of Staff

All staff receive ongoing training in SEND, including:

- Autism-informed practice
- Trauma- and attachment-informed approaches
- Nurture principles
- Sensory processing
- Safeguarding and positive physical intervention

This ensures staff are confident and skilled in supporting our students effectively.

Working with Other Professionals

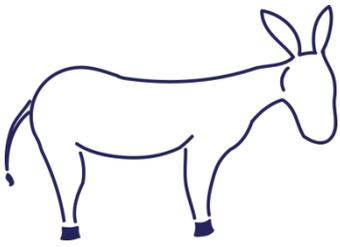
We work closely with external services, including:

- Educational Psychology
- Speech and Language Therapy
- Health services
- Social care
- Virtual School teams
- Specialist advisory services

This multi-agency approach helps us provide joined-up support.

Complaints and Further Information

If you have concerns about SEND provision, we encourage you to speak to us in the first instance. If needed, concerns can be raised through the school's Complaints Policy.



Review of this Report

This SEN Information Report is reviewed annually and updated to reflect current practice.

Last reviewed: August 2025

Next review: August 2026