

Gladesmore Community School



SEND Information Report 2025-26

[C6.1]

**HOW WE SUPPORT CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

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Gladesmore Community School

SEND Information Report

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision

To provide an outstanding all-round education where our students make impressive progress in a positive, friendly, family community atmosphere.

In order to achieve our School Vision, we have 5 School Goals that set out the focus for our work.

What type of school are we?

A co-educational community secondary School for pupils aged 11 to 16 years.

Our Ofsted rating

Outstanding

How we know if a student has special educational needs?

Primary / Secondary Transition

This is what happens when a student transfers from primary school to Gladesmore Community School:

Students with an EHCP:

When a pupil with an EHCP transfers to Gladesmore, they will name the school at their primary school transition Annual Review. The SENDCo will receive the relevant paperwork from the Annual Review and the most recent EHCP from the Local Authority. Where Gladesmore is able to meet the pupil's needs, both the school and the family will be notified by the Local Authority, which will also provide the funding for the EHCP.

Students on the SEND register:

The Year 7 Line Manager and the SENDCo will contact and, where possible, visit feeder primary schools to gather information and files relating to pupils with SEND who will be transferring to Gladesmore. This information may include:

- Concerns raised by the pupil, parents, school staff, or external agencies
- KS2 test scores and predicted outcomes in English and Maths
- Information from the primary school's SEND register
- Records of specific difficulties or impairments
- Details of interventions already in place at the primary school

All Year 6 parents and carers are invited to a transition meeting, at which they are able to share any SEND needs or concerns they may have about their child's move to Gladesmore.

When pupils join Gladesmore in Year 7, they complete a range of baseline assessments, including CATs (which evaluate underlying ability), a reading assessment to determine comprehension levels, and a numeracy assessment. The results of these assessments help to identify potential SEND needs and inform any support that may need to be put in place.

Mid-term / Year Transfer:

Gladesmore admits pupils at points other than the start of the academic year. In such cases, staff aim to identify any special educational needs as early as possible following admission. In practice, information can sometimes be limited or incomplete, even for pupils with an existing EHCP or SEND support plan. Half-termly reporting and baseline assessments, including CATs, can help to identify emerging needs in the absence of prior records.

Students who already attend Gladesmore:

Some pupils may develop a special educational need during their time at Gladesmore, or a need that was not previously identified may become apparent. Emerging or developing needs may be identified through:

- Concerns raised by the pupil, parents, school staff, or external agencies
- Monitoring of individual progress through half-termly school reports, statistical data (including test scores, attendance patterns, and behaviour records), Annual Reviews, and incidents of concern

The school works closely with a range of external professionals and agencies, including the Educational Psychologist, the Autism Team, the Speech and Language Service, and CAMHS, and will refer pupils as appropriate..

If you think that your child has SEND:

We actively encourage parents and carers to contact the school if they have any concerns about their child. The following guidance may help you identify the most appropriate point of contact:

- If your child is underperforming or experiencing difficulty accessing a particular subject — contact the subject teacher or Head of Faculty
- If your child is experiencing emotional, social, or behavioural difficulties — contact the Head of Year
- If your child is underperforming across a number of areas, or you have concerns about their emotional, social, or behavioural wellbeing more broadly — contact the SENDCo, Ms Davies

The range of SEND needs currently supported at Gladesmore Community School

The school currently supports pupils across all four areas of need identified in the SEND Code of Practice:

- **Cognition and Learning**
Specific Learning Difficulties (including Dyslexia and Dyspraxia), Moderate Learning Difficulties, Severe Learning Difficulties, and Global Developmental Delay
- **Communication and Interaction**

Speech, Language and Communication Needs, Developmental Language Disorder and Autism

- **Social, Emotional and Mental Health Difficulties**
ADHD, Anxiety, and Attachment Disorder
- **Sensory and/or Physical Needs**
Visual Impairment and Hearing Impairment

Admissions and Placement

At Gladesmore, we view every child as an individual and give careful consideration to all placement decisions. Before offering a place to a pupil with SEND, we consider both the individual needs of the child and the needs of the existing cohort they would join, in order to ensure that we are genuinely able to meet their needs and support their wellbeing.

As a result of this careful approach, we are not always able to offer a place to every pupil with SEND who applies to the school. Where an application is not successful, this decision is made with the best interests of the child, their family, and the wider school community in mind. Parents and carers are encouraged to contact the SENDCo to discuss any concerns about placement.

What we do to help students with Special Educational Needs

In line with the SEND Code of Practice, the needs of most pupils with SEND are met in the mainstream classroom by their subject teacher through well-adapted, Quality First Teaching. All pupils with SEND are taught by subject specialists who adapt their teaching, resources, and materials to ensure every pupil can access the curriculum and make progress.

Every class teacher is responsible for planning, monitoring, and supporting every pupil in their class. The individual programme of support for each pupil is recorded and reviewed termly by the relevant staff, including the year group team, the AEN department, and those responsible for specific interventions.

Pupil Passport

Where a pupil has been identified as having SEND, the SENDCo will ensure that a Pupil Passport is attached to their personal profile. The Pupil Passport provides class teachers with the information they need to support the pupil effectively and will outline:

- A summary of the pupil's needs
- Difficulties the pupil may experience in their learning
- Strategies to help teachers support the pupil
- Recommended resources to support the pupil's learning

The information used to create the Pupil Passport will be drawn from parents and carers, professionals working with the pupil, and the pupil themselves. Pupil Passports are provided to all staff for pupils with an EHCP and for those without an EHCP who have significant SEND.

SIMs Information

Every pupil at Gladesmore has a profile page on the school's SIMS management system, which is used to record attendance, assessment data, and any SEND or medical details. Where a pupil has been identified as having SEND, their primary needs are recorded on their profile page, ensuring that all staff are aware of any specific educational or medical needs relevant to that pupil.

Key Adults and Teaching Assistants

Every pupil with an EHCP is allocated a Key Adult. This member of staff acts as a link between home and school, providing a consistent and trusted point of contact for the pupil to discuss any aspect of school life they find challenging. The Key Adult will meet with the pupil regularly, supporting them to develop in areas of identified need, and will contact home every two weeks to discuss any issues that may arise.

Interventions

Gladesmore offers a range of intervention programmes tailored to the needs of the current cohort of pupils. Interventions are monitored by the SENDCo and a member of the senior leadership team, with data used to assess whether pupils are making progress. All interventions are reviewed at least twice a year to evaluate their impact. Where appropriate, pupils are also supported to monitor and evaluate their own progress.

Where Quality First Teaching and in-class support are not sufficient to enable a pupil to make adequate progress, the SENDCo, Head of Year, and relevant Heads of Faculty will meet with the pupil and their parents or carers to determine what additional and different methods of support may be needed.

Inclusion in the Mainstream Classroom

Pupils with SEND are taught in mainstream classrooms by subject specialists. All class teachers are responsible for planning, monitoring, and supporting every pupil in their class, adapting their teaching, resources, and materials to ensure all pupils can access the curriculum and make progress. Some classes have Teaching Assistants to support pupils with EHCPs and to assist with curriculum adaptations more broadly. Teachers receive ongoing training to support pupils with a range of needs and to make effective adaptations within their subject areas.

All staff are provided with a Pupil Passport for every pupil with an EHCP and for those without an EHCP who have significant SEND. This document sets out the pupil's area of need and provides practical strategies to support their learning.

How do we decide which resources we can give to a student with SEND?

Resources and support are allocated according to each pupil's individual needs, informed by recommendations in their EHCP, advice from professionals working with the pupil, and the views of parents and carers.

Several people may be involved in decisions about the support an individual pupil receives. These typically include the SENDCo, Key Adult, parent or carer, and the pupil themselves. Where relevant, specialists such as Speech and Language Therapists, Autism professionals, and Educational Psychologists will also contribute. These decisions are often made or reviewed during the pupil's Annual Review, or at other points in the year if the pupil's needs are considered to have changed.

How do we check that a student is making progress and how we keep parents informed?

The school uses a range of mechanisms to assess whether support is having a positive impact and to keep parents and carers informed:

- School reports, completed by subject teachers every six weeks, are sent to parents by email. Reports include information on effort, behaviour, homework completion, current attainment level or GCSE grade, end of year target, reading comprehension age, and attendance
- Subject intervention reviews analyse the progress pupils are making in each subject area and assess whether interventions are effective
- Graduated approach (Assess-Plan-Do-Review) meetings between the pupil and their Key Adult, at which areas of concern and progress are discussed and decisions made about whether additional support is needed
- Parents' evenings and review days provide opportunities for parents and carers to discuss their child's education and support; parents of pupils with EHCPs can also raise concerns and discuss provision at the Annual Review meeting

Support we offer for children's/young people's health and general wellbeing

Form Tutor

When pupils join Gladesmore they are placed in a tutor group within a designated Year Team. Each pupil has a Form Tutor whom they meet every morning during registration. The Form Tutor plays a key role in supporting pupils' social and emotional wellbeing, and both pupils and parents are welcome to raise pastoral concerns directly with them.

Head of Year

Each tutor group is part of a wider Year Team, consisting of nine tutor groups per year. Each Year Team is led by a Head of Year and Deputy Head of Year, supported by a member of the Senior Leadership Team. Together, the Head of Year and Deputy Head of Year coordinate support to promote the health and wellbeing of all pupils within the year group.

School Nurse

Gladesmore has a School Nurse who is available at designated times during the week and attends relevant meetings relating to the health and wellbeing of pupils. The School Nurse liaises with medical professionals where necessary to ensure pupils receive appropriate medical support. Where a pupil requires regular medication during school hours, the School Nurse will draw up a care plan to be followed by the school and the pupil, with medicines administered by a designated member of staff.

Behaviour Support Team

Where a pupil is struggling to manage their behaviour and is at risk of exclusion, a range of strategies are put in place and coordinated by the Behaviour Support Team. Behaviour is monitored through school reports and referrals from teaching staff. Where a pupil has become a cause for concern, a behaviour monitoring report may be put in place.

Attendance Team

Pupil attendance and punctuality are recorded on SIMS and monitored closely by the Attendance Team. Any gaps in attendance are identified and logged. Where a pupil is experiencing difficulties with attendance or punctuality, parents are informed and may be invited to attend a meeting to discuss the causes and agree appropriate support.

Specialist external services we use when we think extra help is needed

Speech and Language

Gladesmore commissions Speech and Language Therapy services to deliver the statutory hours set out in each pupil's EHCP.

Educational Psychology

The school has an Educational Psychologist assigned by the Local Authority, who works with pupils requiring assessment and specialist support.

Visual Impairment

Gladesmore accesses specialist support from the Local Authority's Visual Impairment team. A specialist visits the school every half term to work directly with pupils with a visual impairment, providing resources, equipment, and training for both pupils and their parents and carers.

Hearing Impairment

The school accesses support from the Local Authority's Hearing Impairment team, whose specialists visit every half term to provide resources and support for pupils and their families.

ASC

The Haringey Autism Team works regularly with pupils at Gladesmore who have an Autism Spectrum Condition (ASC), providing specialist support for pupils and families, staff training, and resources.

Occupational Therapy

Pupils are typically referred to Occupational Therapy services through their GP. Occupational Therapy sessions do not take place on site at Gladesmore; pupils usually attend appointments at the OT service based at Tynemouth Road.

Medical

The School Nurse attends Gladesmore one day per week. In addition to supporting pupils with medical needs, the School Nurse meets regularly with the Designated Safeguarding Lead, pupils, and parents and carers to discuss any medical concerns.

Exam Access Arrangements

Examination access arrangements are assessed and coordinated by a qualified member of the AEN team. Whilst the school is able to assess pupils and make recommendations for access arrangements, formal permission for access arrangements in public examinations is granted by the Joint Council for Qualifications (JCQ).

Special Educational Needs Coordinator (SENDCo)

Ms E Davies

Designated Safeguarding Lead

The training our staff have had or are getting

The SENDCo and AEN team provide training to all school staff throughout the year on a range of SEND needs, tailored to the profile of our current cohort. Teaching Assistants receive fortnightly training sessions relevant to their role and the pupils they support.

Our SENDCo holds the National Award for SEN Coordination (NASENCo), and our Assistant Headteacher, who line manages the SENDCo, has recently completed the NPQSEnCo qualification. Our AEN KS4 Coordinator holds the CCET qualification, which enables her to assess pupils for examination access arrangements.

Where additional expertise is required to support a specific pupil, we contact the relevant Local Authority to request professional support.

How we include students in activities and school trips

Pupils with SEND are able to access all educational visits and school trips. A risk assessment is completed before every visit. Where your child has specific needs, their Key Adult or another member of the support team may attend the trip to provide support. Parents and carers are kept informed throughout the planning stages of visits and receive regular updates while pupils are away.

Our school environment

Gladesmore is a fully accessible school. All subject areas can be accessed by wheelchair, with ramps and lifts in all buildings. Accessible toilets, showers, and changing facilities are available for pupils with physical disabilities.

Adaptations have also been made to support pupils with a visual impairment, including modifications to staircases and corridors, adapted keyboards in music classrooms, and computer software that enlarges text and graphics on screen.

Transition — Joining and Leaving Gladesmore

Year 6 to Year 7

All incoming Year 6 pupils are invited to an induction day, Summer School, and a transition evening for parents and carers. Pupils with SEND are offered additional transition visits with a key adult from their primary school, providing the opportunity to meet staff, explore the school, and speak with the SENDCo. Where possible the SENDCo will attend the Annual Review of any pupil with an EHCP joining in Year 7.

Year 9

During Year 9, pupils are guided towards subjects and courses in which they are likely to succeed at GCSE. Pupils meet with their Head of Year and a member of the leadership team to discuss appropriate options, and parents and carers are invited to a meeting to finalise the curriculum pathway. Pupils working below the expected level for their age may follow the Foundation Curriculum, which is designed to match their academic ability while covering the same subject areas as the mainstream curriculum.

Year 11

Pupils are supported through the transition to further education by their Year Team, with help completing CVs, choosing college courses, arranging visits, and preparing for interviews. Pupils with SEND who find this process challenging are supported by AEN staff and the SENDCo, who will liaise with SEND teams at further education providers. Transition to post-16 education is discussed during the Annual Review.

How parents are involved in school life?

We believe in working with parents and carers as genuine partners in your child's education and we welcome your involvement in school life.

Parent Teacher Association

Gladesmore has an active PTA that meets every half term. The PTA raises funds for school extras, organises social events, supports school trips, and provides a forum for parents to share feedback and stay informed about educational matters.

Reading Journal

Every pupil in Key Stage 3 is given a reading journal at the start of each academic year to track their reading and share their fortnightly reading quiz results with parents and carers.

School Website and Newsletter

Our website (www.gladesmore.com) is regularly updated with news and information for parents and pupils. A school newsletter is also sent home every half term with updates on recent events and upcoming dates.

Language Support

Gladesmore has a number of multilingual staff members who are available at parent events and meetings to provide translation and interpretation support for families whose first language is not English.

Who to contact for more information or to discuss a concern.

If you have a concern about your child, the right person to contact will depend on the nature of your concern. Your child's journal contains the names of key staff. All staff can be contacted through the school's main switchboard.

For general concerns, please contact:

- Form Tutor
- Head of Year
- Subject Teacher or Head of Faculty

For specific concerns, please contact the following through the school admin email (admin@gladesmore.com):

SENDCo Emma Davies

Designated Safeguarding Lead Tachan Marshall

School Nurse Beulah Dyer

Speech and Language Therapist Kay Shipway

Haringey's Local Offer, which sets out what the Local Authority provides for children with SEND, can be found at: www.haringey.gov.uk/children-and-families/local-offer

Concerns, complaints and disagreements.

If you have a concern about your child's SEND support, please speak with the SENDCo in the first instance, as most concerns can be resolved through an informal conversation. If your concern remains unresolved, you can make a formal complaint through the school's complaints procedure, available on our website.

You can also access free, impartial advice at any time through SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), who provide independent support and guidance on your rights as a parent or carer.