SEND Policy

Glebe Farm School

Policy name:		GFS SEND Policy
Version:		V3
Date relevant from:		September 2026
Date to be reviewed:		September 2027 *This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
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Approved by:	GFS Governors	
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Key:

**** Publication on website:***

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department. ○
     Approved by the IFtL Board of Trustees as a Trust Core Values policy.
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate ○
     Approved by school / department governance bodies.

GLEBE FARM SCHOOL

SEND POLICY

1 IFTL Vision

At Inspiring Futures Through Learning, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their educational journey. At Inspiring Futures Through Learning we look beyond the external presentation of behaviour to fully understand the specific needs of pupils and continually reflect on best practice and provision that would facilitate their progress.

2 Compliance

2.1 This policy complies with the statutory duty laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools, DFE (2013)
- SEND Code of Practice 0-25 (2015)
- School SEND Information Report 2024 – 2025
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Safeguarding and Child Protection Policy
- Accessibility Policy
- School Policy for Looked After Children.
- Equality Objectives and Statement
- Teachers Standards (2012)

2.2. <u>Contact Details:</u>

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3 Aims

3.1 All schools within the Trust share common values and an ethos that every child matters. Glebe Farm School aims to enable all learners to achieve their potential academically and personally, regardless of ability or disability.

3.2 The School aims to increase whole school and community awareness of the importance of quality and equality of opportunity for all learners and is committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

3.3 Glebe Farm School shall ensure that:

- the special educational needs of learners will be addressed, and learners will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support learners with special educational needs and disabilities and will use its best endeavours to ensure that appropriate provision is secured for any learner with special educational needs or disabilities in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCo). The SENCo will maintain and regularly review the SEND register and co-ordinate appropriate support;
- all staff take responsibility for supporting individual learners, implementing strategies suggested by the SENCo and being responsible for ensuring that learners receive provision appropriate to their needs and agreed outcomes;
- learners with SEND engage in the activities of the school alongside learners who do not have SEND ensuring they receive a varied education and are provided with the support and opportunities to enable them to become lifelong learners; and
- it is a school in which the learning and teaching, achievements, attitudes and wellbeing of every learner matter.

3.4 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

4 Roles & Responsibilities

4.1 The implementation of this policy will be monitored by the governors of Glebe Farm School and remain under constant review by the Head Teacher and SENDCo.

4.2.1 *Roles and Responsibilities of the Head teacher:*

The head teacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with special educational needs. The Head Teacher will work with the SENCo and SEND Governor to develop the SEND policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.

The Head Teacher will ensure that the appropriately delegated employees receive the necessary time allocation and resources to meet the requirements of the role. The Head Teacher will also ensure that employees are encouraged and supported in attending relevant training to further their knowledge and understanding of SEND.

4.2.2 *Roles and Responsibilities of the SENDCo:*

The SENCo will co-ordinate the School's approach to SEND provision and will undertake those duties set out in SEND Code of Practice 2015. This involves the day to day responsibility for the operation of the SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have EHCPs. The SENDCo will work in partnership with learners, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

4.2.3 *Roles and Responsibilities of the Governing Body:*

The Governing Body will ensure that all learners with SEND are provided with an education which delivers a broad, balanced and relevant curriculum, with high quality teaching and learning in mainstream classes alongside their peers. They will ensure that parents are notified by the school when special educational provision is being made for a pupil. The Governing Body will ensure that the school complied with the statutory duty laid out in the SEND Code of Practice and cooperate in developing the Local Offer.

The school will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at Local Governing Body meetings, monitor the quality and effectiveness of SEND provision within the school and work with the Head teacher in decisions of placement requests taking into consideration whether the school is compatible with the pupils age, ability, aptitude and Special Educational needs as well as the efficient education of the children in the school with whom they are education and the efficient use of resources.

4.2.4 *Responsibilities of the teachers:*

Class teachers are responsible for the progress and development of every leader in their class and will work with the SENDCo to ensure the 'assess, plan, do review' cycle is appropriately implemented to support any learner with SEND.

Teachers will also maintain documentation specifically for pupils with SEND and communicate clearly with the parents/carers and pupil to ensure full understanding of the provision in place and progress towards the outcomes detailed in the Pupil Support Plan.

5 Definitions and Identifying Special Educational Needs

5.1 Under the Children & Families Act 2014, a child or young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

5.2 A child or young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

5.3 Special Educational Provision is education, support or training that is additional to, or different from, that made generally for other learners of the same age by mainstream schools

5.4 A range of needs are provided for within Glebe Farm School covering the four broad areas of SEND:

-Communication and Interaction

-Cognition and Learning

-Social, Emotional and Mental Health

-Sensory and Physical Needs.

5.5 At Glebe Farm School, we are already aware of the SEND needs of some of our pupils through information shared with the school during our transition process from nursery and/or preschool settings as well as through primary school transition. Information may also be shared with the school through external agencies.

Within Glebe Farm School, we identify pupils as having SEN through a variety of different methods including:

- Information shared by parents/carers
- Observations and information raised by teaching staff.
- Liaison with external agencies.
- Assessment data (including on entry data)
- Diagnostic testing
- A medical diagnosis
- Information shared by the pupil/young person.
- Concerns with progress despite high quality teaching taking into account the pupil's individual circumstances.

Using the information above, if the pupil is showing a significantly greater difficulty in learning than the majority of pupils of the same age or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same, than the pupil will be placed on the SEND register.

5.6 The above process ensures that all areas area considered in order to identify if the child has special educational needs or whether the impact on progress and attainment is as a result of other factors, such as: attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium funding, being a Looked After Child, being a child of a serviceman/woman or disability.

6 Managing Pupils Needs on the SEND Register: A Graduated Approach to SEND

Glebe Farm School ensures all learners follow a mainstream curriculum. The school does not have a separate facility or unit for special educational needs provision, but adopts a 'whole school approach', which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all learners.

6.1 Inclusive teaching:

At Glebe Farm School teachers ensure that a personalised approach is taken to the learning of all pupils with clear consideration for the delivery in the classroom from exposition to independent practice at a pace and stage that is appropriate to the pupil. The scaffolding used

by the teachers will be dependent on the needs of the pupil to ensure maximum progress is made both in terms of their academic achievement as well as their personal development.

All staff within the school understand that inclusive teaching is the foundation that is fundamental in supporting all pupils, including those with additional needs. Teachers understand their responsibility for the learning and progress of all pupils, even when the pupils are working outside the classroom or with an additional adult. Appropriate training and resources will support teachers as part of the school's Professional Development Programme.

Glebe Farm School ensures that all learners follow a mainstream school curriculum. The school does not have a separate facility for pupils with Special Educational Needs but adopts a 'whole school approach', which involves all staff adhering to a model of good practice.

6.2 SEND Support

If a pupil is considered to have Special Educational Needs at Glebe Farm, clear communication will take place with the parents and the pupil, if appropriate to discuss placing the student on the SEND register. This means that more support that is additional to or different from pupils of a similar age is required through provision that meets the pupil's needs. This may be through provision such as additional interventions, resources, changes in the learning environment.

If learners do not have an EHCP, but require the above provision to meet their Special Educational Needs, they will be placed on the SEND register under the category 'SEND Support'.

6.2.1 *Pupil Support Plans*

In conjunction with the parents and the pupil, a PSP (Pupil Support Plan) will be created including a profile of the pupil and their needs as well as clearly written outcome, both long term and short term and the provision required to meet their needs and ensure progress towards these outcomes. This document also includes details of strategies that support the child within the classroom, celebrates the child's strengths. The long term outcomes detail the aim for the child long term over the course of an academic year in relation to their area of need. The short term outcome then is produced on a termly basis at the review stage in order to provide the short term steps in order to meet the overall long term outcome.

The Pupil Support Plan will also detail the provisions for the pupil within the provision map. These will include any recommendations from any external agency involvement or other professionals. The Pupil Support Plan is a live, working document and an ongoing cycle of asses, plan, do, review is adopted alongside this ensure that there is continually refinement of the profile as well as the provision as the pupil progresses and understanding of the pupil's needs grow. These documents are the responsibility of the class teacher/form teacher who records and evidences the progress according to the outcomes described on the Pupil Support Plan. As the Pupil Support Plan is a central point for all information surrounding the needs of the pupil or young person, information is gathered from and shared with all members of staff supporting or teaching the student.

6.2.2 *Assess-Plan-Do-Review*

Assess – Assessment of the pupil's needs will take place using many different formats to gain the clearest understanding of the pupil's needs. This may be through discussion with the parents and pupil as well as through analysis of assessments (on entry, formative and summative), additional diagnostic tests, observations of the pupil and external agency reports.

Assessment ensures that the outcomes written for the Pupil Support Plan are specific, measurable and achievable for the pupil.

Plan – Provision is planned that is additional to or different from the provision of pupil's of a similar age in order to meet the short term outcomes within the Pupil Support Plan. This provision may take place within the classroom or within additional learning space. A review of the provision will also be planned to ensure that it is supporting the pupil and having a impact on their learning and development. The level of provision decided upon is individual pupil's needs and is provided through the school's notional SEND budget.

Do – Provision is conducted by members of staff within Glebe Farm School. The allocation of this provision and the provision that is conducted is specific to the pupil's needs and detailed within their Pupil Support Plan.

Review – The impact of the provision towards the short term outcomes will be reviewed termly by the class teacher/form teacher. This will be discussed in a termly meting with the parents and pupil. The short term outcomes are reviewed at this meeting and the Assess- Plan-Do-Review cycle restarts. Informal review will also take place throughout the term and if changes, amendments to provision need to take place to support the pupil, these will be take place before the formal review of the cycle after discussion with the SENDCo, parents, pupils. This ensures that no learning time is wasted and progress is maintained.

6.2.3 *External Agencies and Further Support*

If through the review process more specialist support is needed for the pupil, the SENDCo will lead discussions or referral to the relevant outside agencies. If other professional advice is sought specific to the pupil or a referral made to an outside professional than parents' consent will initially be sought.

If after the involvement of specialist external support and the use of the school's own provision arrangement, the school needs more funding to meet the individual needs of a pupil, Glebe Farm School will use the Local Authority procedure to apply for short term extra funding from the High Needs Block.

6.3 Education, Health Care Plans

For children with an EHCP at Glebe Farm School, the same assess, plan, do, review process will take place where the short term outcomes are devised from the outcomes on the Plan.

The provision is provided through the school's SEND notional budget alongside the individual funding linked to the pupil through the Education Health Care Plan.

In addition to the termly reviews mentioned above, an annual review will also take pace to review against the annual short term outcomes within the plan. This annual review will involve the school education staff, parents, external agencies if appropriate and also the young person/pupil if appropriate. The annual review also allows for changes to be made to the EHCP including the provision detailed within it.

6.3.1 *Applying for an EHCP*

Glebe Farm School welcome an open dialogue with the parents throughout the process of applying for an Education Health Care plan and recognise the importance of working collaboratively.

The application for an Education Heath Care Plan will combine information from a variety of sources including: Parents/Carers, Education Teaching Teams, SENDCo, External Agencies. Glebe Farm will follow the process for applying for an EHCP as determined by Milton Keynes Local Authority. The decision will be made by Milton Keynes Local Authority and the parents/carers have a right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Parents also have the right to apply for a statutory assessment and EHCP to the Local Authority directly through a parental referral.

6.3.2 *Issuing an EHCP*

Following statutory assessment, if an EHCP is granted by Milton Keynes Local Authority, the school will work alongside the parents and external professionals to develop and produce the plan.

Parents have a right to appeal against the content of the EHCP and may also appeal against the school named in the plan if it differs from their preferred choice. The information surrounding this process can be found within the Milton Keynes Local Offer.

Once the EHCP has been completed and agreed, the final copy will be used as part of the pupil's formal record and reviewed annually as detailed in 6.3 above.

7 Criteria for Exiting the SEND register

The SEND register is a documents that changes and responds to the needs of the pupils within the school. If a pupil no longer has needs that are significantly different to those of the majority of others the same age, then a pupil may be removed from the SEND register. Before this happens there will be a setting between parents/carers, the pupil (if appropriate) and the school to analyse successes, discuss the progress been made and how this will continue. The progress of the pupil will continue to be tracked and monitored closely by the teachers.

8 Supporting Pupils and Families

At Glebe Farm School, we understand working in collaboration with parents/carers as well as the pupils is fundamental to ensure early identification, appropriate provision ad continuing personal and academic development and progress.

As well as the review meetings detailed above in Section 6, the school operates an open door policy and parents/carers are also invited to make regular contact with the teaching staff or

SENDCo through telephone conversations, face to face meetings, email or home-school communication books as appropriate to the pupil. In cases where more frequent or regular contact is necessary, this will be arranged based on the individual needs of the pupil.

Parents/carers of pupils with SEND are signposted by the SENDCo, to the School's SEND Information Report for specific information regarding SEND within the schools, which is published on the school's website.

For further information about SEND facilities, support and processes within Milton Keynes Local Authority, information can be found on the Local Offer.

http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer.

In addition to this the SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be beneficial.

9 Access Arrangements

10.1 In order to support pupils with SEND in internal and external statutory or non- statutory assessments in school, the SENDCo alongside the class teacher must consider the access arrangements required by the pupil to remove possible barrier so the pupil is not unfairly disadvantages. Access arrangements are agreed before the assessment or exam takes place.

10.2 Access arrangements should be based on the normal classroom practice for pupils with particular needs and all guidance documentation (published by the DFE or exam board) will be followed by the school.

10 Transition

11.1 When children or young people transition into Glebe Farm School, all information from the previous education setting will be requested and shared with the teaching team in order to ensure timely provision and awareness of needs. The following arrangements may be put in place for pupils with SEND:

- Observation of the child/young person in their previous setting, meeting with previous SENDCo or through additional home visits.
- Additional transition visits to Glebe Farm School
- Attendance at annual review meetings within the previous setting.
- Meeting with parents.

- Visits to build relationships with members of the new staff.
- Transition booklets containing key information.

11.2 Information about learners with SEND will usually be shared by parents, settings or external agencies prior to learners' entry to the school. This will be used by the SENDCo to aid decision making regarding appropriate provision for each learner. This information is collated from the registration documents and transfer of school files from the previous school or early years setting and during transition meetings which are held with families and all the feeder schools or early years settings, in the summer term, before learners start at the school.

11.3 Internal transition may also occur within age phases within Glebe Farm School. This may include some of the above transition arrangements with internal staff to support a seamless transition.

At the transition between KS3- KS4, additional support will be provided by the SENDCo in support around choosing subjects to study at KS4. If a child has an Educational Health Care Plan during the Annual Review within Year 9, the Preparing for Adulthood Plan will be completed in conjunction with the parents/carers and the pupil.

In preparing pupils with SEND for the transition at post 16, additional arrangements may take place such as:

- Careers interviews with a Careers Advisor
- Support in completing college application
- Support with visits to colleges

- New colleges attending annual review meetings or transition meetings to discuss provision in place.
- Support practicing for interviews.
- Signposting and support with the Post 16 options as detailed in MK Local Offer, including Supported Internships and Study Programmes, specifically for pupils age 16-24 with Special Educational Needs.

11.5 If a pupil is transitioning from Glebe Farm School, all information in relation to their Special Educational Needs will be passed onto the receiving school and transition arrangements will be supported in order to ensure a smooth transition between educational settings.

11 Supporting Pupils at School with Medical Conditions

12.1 Glebe Farm School recognises that pupils with medical conditions should be fully supported to enable access to a full education, including wider school life. Information regarding how pupils with medical conditions are specifically supported can be seen in the policy Supporting Pupils with Medical Conditions.

12.2 The school recognises that some pupils with medical conditions may also have Special Educational Needs and/or Disabilities. Where this is the case the school will comply with duties under the Code of Practice for Special Educational Needs as well as under the Equality Act 2010.

12 Monitoring and Evaluation of SEND

12.1 Monitoring and evaluation of the progress of individual pupils with SEND is detailed above in the process of review.

12.2 Monitoring of the quality of pupils will be conducted though a range of activities such as observations, learning walks, book scrutiny, pupil progress meeting and student voice. These will take place by a range of curriculum leaders within the school as well as the SENDCo to ensure teaching and learning within the school is maintained to the highest standard with a focus on the impact on pupil progress by all staff.

12.3 Interventions are analysed by the SENDCo and through the school's provision management software. This will detail the clear aims behind the intervention, the base line assessment, cost and progress made. This allows for clear evaluation of the impact of the intervention/provision and the cost effectiveness to be analysed. This information will inform subsequent interventions and provision and will be presented to the Governing Body.

12.4 In order to make consistent continuous progress in relation to SEND, the school has clear selfevaluation processes which incorporate feedback from staff, parents and pupils throughout the year.

13 Admission Arrangements

13.1 Glebe Farm School is an Academy School and, as such, the Governing Body of the school is responsible for deciding on admissions. The dates and process of application will be in accordance with the Coordinated Admissions Scheme, details of which will be published by the Local Authority. The Admission Criteria for Glebe Farm School is published on the website.

13.2 Pupils with Special Educational Needs and/or Disabilities are admitted via the usual admission procedures and based on Glebe Farm School's published admissions criteria.

13.3 Milton Keynes Local Authority will consult with Glebe Farm School regarding the admission of pupils with an Educational Health Care Plan as in the cases of pupils with Education Health Care Plans the admission authority is the home Local Authority rather than the school. Glebe Farm School will then respond to the consultation from the Local Authority as to whether the Glebe Farm School will become the named school on the EHCP based upon whether it is suitable for the age, ability, aptitude or special educational needs of the child/young person concerned as well as whether the placement is compatible with the efficient education of other children with whom the child would be education or the efficient use of resources.

14 Training and Resources

14.1 As a school, we ensure that staff have relevant training in the following ways:

- SENDCo supports staff with advice on high quality teaching for pupils with SEND and writing specific outcomes through half termly 'SEND drop in surgeries'.
- Ensuring SEND is part of the school's CPD schedule.

- Utilising the skills of external agencies as and when appropriate
- Specific training sourced as and when required for individual staff based upon the needs of the pupils.
- Advice from Pupil Support Specialist Advisors within IFTL Trust.
- Attendance at IFTL Pupil Support Network Meetings.

14.2 A range of resources are also used within the school to support the individual pupil. The may be concrete learning resources used within high quality teaching but may also be specific resources linked to an individual need. Specific resources for pupils with SEND are purchased through the notional budget by the SENDCo who monitors the quantity and type of resources and software also the impact on individuals and groups of learners within the school.

15 Storing and Managing Information

All information will be stored and managed in line with the IFTL data protection policy.

16 Reviewing the Policy

It is important our current practices for SEND are reflective in the SEND Policy. The policy will therefore be reviewed annually.

17 Accessibility -Statutory Responsibilities

An Accessibility Plan is a statutory duty on the schools to increase over time the accessibility of schools for students, staff and families with disabilities. Glebe Farm School's accessibility policy and plan can be viewed on the website.

At Glebe Farm School we believe in equality of opportunity and that this must be a reality for all our pupils. We therefore endeavour to improve provision for pupils with disabilities by removing barriers and ensuring, within the limits of resources available, a learning

environment that is accessible for the pupils within the immediate school and for the wider curriculum.

Individual barriers that pupils may face will be identified through transition meetings and through communication with parents/carers, pupils and external professionals such as specialist sensory professionals, physiotherapists and occupational therapists. Individual provision to support a pupil will be listed within the Pupil Support Plan.

18 Dealing with Complaints

At Glebe Farm School, we endeavour to work with parents to ensure there is a shared understanding of all that we do surrounding the pupil and we meet their needs. Our parents are actively encouraged to come into school to discuss any aspect of their child's education.

Initial contact is usually made through the pupil's class teacher or form tutor and in the majority of cases, concerns will be resolved at this stage. Alternatively, the SENDCo can be contacted and ultimately the Headteacher will strive to resolve any concerns.

In the unlikely event that a parent/carer wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

19 Bullying

Glebe Farm School has a strong ethos where each child is valued in the way they are unique and as a school we not only demonstrate high standards of respect and empathy of others but

we also celebrate diversity and the value of the importance of each other within our school and wider community. As such Glebe Farm School has a zero tolerance approach to bullying and all incidents will be dealt with swiftly. Further information regarding how incidents of bullying are dealt within the school can be found within the published Behaviour Policy.

20 Safeguarding

Glebe Farm School is fully committed to ensuring the safety and welfare of all our pupils and staff. We believe the right to be safe for any member of the IFtL community is a nonnegotiable and paramount and as such fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances.

We recognise that children or young people with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers
- a reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased

- A disabled child's understanding of abuse

• Lack of choice/participation

• Isolation

All of our staff are aware that pupils with Special Educational Needs or Disabilities might need more support to be kept safe or to keep themselves safe and will be aware of the specific needs and vulnerabilities of each of the students with Special Educational Needs. Further information is detailed within our Child Protection and Safeguarding Policy.